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REPORTS

ON

PUBLIC INSTRUCTION IN BURMA

FOR

THE YEAR 1890-91.

RANGOON:

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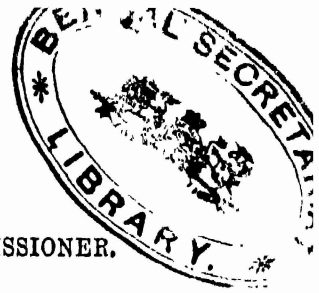
1891.



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RESOLUTION

ON THE

REPORTS ON PUBLIC INSTRUCTION IN BURMA

For the year 1890-91.

Extract from the Proceedings of the Chief Commissioner, Burma, in the General Department,—No. 90E. (Education), dated the 18th September 1891.

READ—

The Reports on Public Instruction in Lower and Upper Burma for the year 1890-91.

RESOLUTION.—Before proceeding to the consideration of the two reports the Chief Commissioner must call the attention of the Director to the length of both. The Lower Burma report has grown within the last three years from 35 to 69 pages of print, and the Upper Burma report is not less voluminous. The Chief Commissioner trusts that the necessity of compression will be kept in mind next year. All the essential facts and figures might be given in one quarter of the space.

LOWER BURMA.

General results.

1. The number of educational institutions classed as public fell from 3,099 to 2,879, and the number of their pupils from 94,004 to 84,430. The falling off is mainly under Indigenous Primary schools, which show a large decrease of 219 schools and 9,184 pupils. The falling off in pupils is accounted for by the fact that the Deputy Inspectors' recording visits had for special reasons to be postponed and were in many cases made during the dry season of the year when the attendance at the district schools was at its lowest. This and the removal from the public list of a number of monastic schools which were unable to fulfil the conditions of registration have caused a large apparent reduction in primary education. The total number of pupils under tuition in High English schools was 2,820, an advance of 492 on the corresponding figures for 1889-90. Part of this increase was real and is attributable to the raising of St. Patrick's Mission school to the 9th Standard grade. Part was nominal and is due to the inclusion in the returns of the Middle and Primary departments of the Rangoon High School which before were shown as separate schools. This transfer also accounts for an apparent decrease of 762 pupils under Middle English Schools. The number of, and the attendance at, special schools have increased from 472 to 568, and the total number of pupils undergoing a course of instruction at the Rangoon College was 25 against 23 in the previous year.

The number of private institutions was 2,888 with 30,867 pupils against 2,967 with 35,003 pupils in the previous year. The cause of the falling off in these schools, which are all elementary Vernacular or religious, is not explained.

The following table shows the number of pupils taught in Lower Burma for the past five years :—

	Pupils.
1886-87	115,462
1887-88	117,341
1888-89	121,672
1889-90	129,007
1890-91	115,297

The figures show that there is no great vitality or progress in the educational work of the lower province.

Financial.

2. The total direct expenditure on education during 1890-91 was Rs. 6,47,460, an increase of Rs. 13,404 on the figures of the preceding year. The indirect expenditure aggregated Rs. 2,70,738 or Rs. 46,993 more than in 1889-90. Of the Rs. 60,397 that formed the difference between the total expenditure from all sources for the two years Rs. 26,636, or nearly one-half, consisted of net Government expenditure. The principal item in this total of Rs. 26,636 was a sum of Rs. 25,290, which represents the excess of the expenditure on buildings incurred in 1890-91 over the corresponding outlay in 1889-90. A very large portion of this outlay was incurred in repairs and alterations to the Rangoon College. The expenditure on secondary, primary, and female education remained practically unchanged, that on special education increased by some Rs. 4,000, and that on collegiate instruction decreased to a rather greater extent. The increase in expenditure on special education was due to additional grants made to the technical school at Bassein, and the decrease in College expenditure was caused by changes in the College staff. There was a total increase of Rs. 14,357 in fee receipts for the year as compared with 1889-90. Of this total increase Government and Municipal schools are credited with nearly Rs. 13,000. This increase has been noticeable in the educational returns for the last three years and is one of the most satisfactory features in the year's record of education. It is the result of a careful and systematic enforcement of the fee rules and of the revision of the fee system, effected with the view of preventing Vernacular education from being unfairly handicapped in its competition with Anglo-Vernacular, for which in the past inadequate fees have been paid. Purely European education cost Rs. 66,134 during the year against Rs. 64,182 in 1889-90. The abolition of the system of Lower Primary scholarships reduced the expenditure on scholarships generally from Rs. 26,517 to Rs. 22,412. Since the close of the year under review the Director of Public Instruction has proposed, and obtained the Chief Commissioner's sanction to, a further modification in the scholarship system of the province. Under this new system, which is to come into force on the 1st April 1892, Upper Primary and Middle Vernacular scholarships are to be abolished, and all classes of University and Middle English scholarships are to be paid for from provincial funds.

University education.

3. The average attendance at the Rangoon College proper remained unchanged during the year. From the Principal's report it would seem that the College had many difficulties to contend with. The death of Dr. Forchhammer, Professor of Pali, necessitated a series of changes in the staff, and further alterations were caused

by the transfer of Messrs. Wells and Mack, the one to the Education Department and the other to the Educational Syndicate. In spite of these changes, however, and the effect they must necessarily have had upon the College classes, the result of the Calcutta examinations was not unsatisfactory. Out of a total of 44 pupils who offered themselves for these examinations 27 were successful. Of these 27 one, the only candidate, obtained the B. A. degree and five out of a total of eight competitors passed the F. A. standard.

Secondary education

4. High English schools increased during the year by one and Middle English by two. This increase has, however, been counterbalanced by a diminution of three schools of the Middle Vernacular class, so that the total number of institutions imparting secondary education remains the same as last year. The total number of pupils receiving secondary education has diminished by 130. This decrease, which is very marked in middle schools of both classes, is attributed mainly to the introduction of higher fee rates and to greater strictness in enforcing payment of fees. It is believed, however, that the re-classification of indigenous schools which is now being undertaken will result in the formation of some new Middle Vernacular schools. At the same time it must be borne in mind that the tendency of late years has been to encourage secondary education in Vernacular schools to the neglect of Primary, and care will have to be taken to prevent this tendency from developing to too great an extent in the future.

The results of the Calcutta University Entrance and the Provincial Middle School examinations for the year compare favourably with those for 1889-90. The total of successful candidates was 217 against 115 in the preceding year, the figures for the University Entrance examination (46) being exactly double those for the twelve months previous. Rangoon College headed the list of passes for this examination with a total of 21 successful pupils and St. John's Convent, Rangoon, came second with six. The figures for private schools aided under the Grant-in-aid Rules were, on the whole, creditable to those institutions, save in the case of St. John's College, which passed only 3 out of 15 candidates. A very discouraging feature of the returns showing the result of the University Entrance examination is the want of success displayed by the Akyab and Bassein High Schools. That Akyab should have sent up no candidates and Bassein only seven, of whom six failed, is most unsatisfactory, and the Chief Commissioner fully concurs with the Director of Public Instruction in thinking that if improvement is not rapidly noticeable in these schools, the advisability of abolishing the High Department in them will have to be seriously considered. The Director has drawn attention to the want of a proper system of classes in High Departments and to the lack of a staff capable of imparting a thorough High School training in many of the schools of the province. There is no doubt that this is a serious failing in the organization of a large number of the schools of Burma, and in view of the importance that is hereafter to be attached to the Entrance examination as the principal qualification for Government employment, it is important that this defect should be remedied as soon as possible. The remarks of the Director on municipal middle schools are commended to the attention of Municipal Committees. The Chief Commissioner fears that the Head Masters of such schools are not adequately supervised.

Primary education.

5. The number of primary Anglo-Vernacular schools under inspection by the Education Department rose from 70 to 76, but the attendance at them fell from 7,127 to 6,676. One of the factors in this decrease was the raising of the fee-rate, but the returns were also affected by the transfer of the Primary department of the Rangoon High school to the Secondary school list. Indigenous aided schools—Burmese, Karen, and Mahomedan—decreased from 3,009 to 2,778 and their pupils from 84,030 to 74,781. This decrease is entirely due to the diminution in Burmese schools and pupils owing to causes already noticed. The figures for Karen schools are satisfactory and reflect credit on the educational zeal of the Karen community. In spite of the unfavourable circumstances which had so marked an effect on Burmese schools the returns for Karen schools show an increase of 695 pupils and 31 schools, with an appreciable increase in the number of passes gained in the Upper and Lower Primary examinations. So far as passes are concerned Burmese primary schools displayed a creditable record. Their work resulted in 802 Upper and 2,234 Lower Primary passes against 737 and 1,991 in 1889-90. Mahomedan indigenous institutions show an increase of one school and 88 pupils. In the Arakan division educational prospects, so far as non-indigenous primary education is concerned, are not at the present moment particularly hopeful. With the exception of the Kyaukpyu Municipal school, which is reported to have done well, educational progress has been by no means rapid in this division. The Chief Commissioner has read with regret the remarks of the Director regarding the apathy displayed in this matter by the inhabitants of Ramree. Their opposition to educational progress has rendered it necessary to reduce the Ramree school from the middle to the primary grade.

6. The results-grant system for indigenous schools has worked well during the year. A question has arisen lately as to whether the system of paying results grants in money to monastic schools could not with advantage be revived. This system, which had been in force in the past, was unfavourably reported on by the Director of Public Instruction in 1888. The withdrawal of these results-grants was sanctioned by the Local Administration in that year as a tentative measure, subject to a report by the Director at the end of twelve months as to the working of the new system, and at the termination of that period the new scheme received final sanction. There is reason to believe that the withdrawal of these grants from monastic schools has unduly discouraged their competition with lay schools, and arrangements have now been made under the Chief Commissioner's orders to re-introduce the original system at the close of the current year. Applications for salary-grants have been steadily increasing during the year and it is anticipated that they will increase to a still further extent in the future in proportion to the extension of the fee system throughout the province. The operation of the various systems for the grant of teachers' certificates has been satisfactory; the supply of certificated teachers in Lower Burma is below the demand, but it is hoped that under the new rules the number of certificated teachers will be increased and their qualifications enhanced to a very appreciable degree. The details regarding indigenous education are on the whole satisfactory. In Arakan, however, there is no progress. The Director notes that in Arakan less interest in education is shown than in any other divi-

sion, and that the people have even begun to give up supporting their monasteries. The Commissioner is requested to make full and careful enquiry into the attitude of the people towards education, to urge all Civil Officers to exert their legitimate influence and to report in what way interest in educational matters can best be revived in his division. The returns for Tavoy show an increase in full passes, but the Chief Commissioner regrets to observe that the Tavoy Municipal Committee has shown no greater inclination than in the past to refuse support to schools in which proper fees are not levied. This matter was touched upon in last year's Resolution. It is unsatisfactory to find that the Tavoy Municipal Committee have taken no action on the remarks made by the Local Administration in 1890. The Karen schools are generally in a flourishing condition and have increased in number by 31. They gained 136 more passes and taught 695 more pupils than in the previous year. Bassein with 108 schools and 3,091 pupils takes the lead among the districts, and every Karen village of any size in that district is reported to have its school. The want of school-mistresses is said to be severely felt in the primary schools. It is hoped that the central Karen schools may supply them.

Special schools.

7. There was no increase in the number of normal schools in the province during the year. The two schools of this class at Akyab and Moulmein show a total of 32 and 19 pupils respectively against 25 and 13 in 1889-90. The female normal classes at Rangoon and Moulmein show no increase in numbers, but whereas in 1889-90 they only gained a pass each, they are credited in the past year with five each. The Moulmein High and Normal schools have recently been amalgamated, and a special teacher has been placed in charge of the combined establishment, St. Peter's school at Bassein, the only purely technical school in the province. has been doing very well during the year. It has recently been inspected for results-grants and the Government contribution has since the close of the year been increased. Standards of technical instruction in various arts and crafts have been fixed and grants have been offered for passing them, but no schools have availed themselves of the offer to any large extent. The question of starting an engineering school in Rangoon is still under consideration. In the Chief Commissioner's opinion industrial instruction for the few is not so much wanted as training of the hand, eye, and body for the many, and he therefore wishes all schools to be encouraged to take up the Slöjd system, drawing, and gymnastics according to their grade. Twenty medical and engineering scholarships were held during the year at educational institutions in India by candidates from Burma, and 12 pupils from the Dufferin Maternity Hospital were presented for certificates in midwifery. All the pupils who have passed out of this institution and have settled down as trained nurses are well spoken of.

Education of girls.

8. The number of female schools in the province fell during the year from 69 to 66, but the attendance rose from 2,167 pupils to 2,181. One girl passed the F. A. test in the second division and 11 passed the Entrance examination. In neither of these tests had any of the girls who competed in the previous year been successful. Middle school passes decreased by four, but Upper and Lower Primary increased by 13 and 116 respectively. Four of the five medical scholarships at the Calcutta Medical College are at present held by women.

General remarks.

9. The year 1890-91 was a period of change in educational matters. The new standards came into force and the Grant-in-aid Rules for Anglo-Vernacular schools were revised. Of these changes it is too early to estimate the result. With much of the Director's remarks on the failure of Municipalities to rise to the level of their educational responsibilities the Chief Commissioner entirely agrees. It is true that some Municipal Committees have shown incompetence to manage their schools, and some have been impatient of advice and control. The Chief Commissioner has already advised two Municipalities to invite persons interested in education to sit on the School Committee and help in managing the Municipal schools, and he prefers this arrangement to handing over Municipal schools to the management of the Education Department. The Chief Commissioner agrees with the Director that Municipal expenditure should be directed more to primary and less to secondary education, especially in the poorer towns. Anglo-Vernacular secondary education has a distinct pecuniary value to the scholar, and it is not justifiable to increase unduly the expenditure on it out of general provincial taxation. It should be made to support itself as far as possible by the fees of those who receive it. In the present educational condition of the province some aid must no doubt be given from provincial revenues to secure an adequate supply of educated Burmans for Government service, but the amount cannot be indefinitely augmented. Still less can Government money be spent in bolstering up badly managed and unsuccessful schools in towns where funds ought to be forthcoming from local sources.

Upper Burma.

General results.

10. A total of 2,940 public schools with 43,960 pupils have been brought upon the registers of the Education Department in Upper Burma. The primary schools are mostly indigenous, but the secondary schools are all under missionary management. Two primary schools were maintained by Municipal Committees, but they have now been closed. The Chief Commissioner considers that Municipal Committees in Upper Burma should for the present abstain altogether from undertaking the management of schools. Excluding 136 pupils who were taught in special schools the 43,824 pupils of public schools were distributed among the various stages of instruction as follows : in the high stage three (all of whom were girls) ; in the middle stage 91 ; in the upper primary stage 329 ; and in the lower primary stage 5,669 reading printed books and 37,732 not reading printed books. From the statement of schools as distributed by districts and from the Director's comments thereon it appears that we are not yet in a position to form an accurate estimate of the state of indigenous education. The events which exert a disturbing influence on the returns range from a rebellion in Katha to a pôngyi's funeral in Meiktila.

Financial.

11. The total of direct expenditure on education in Upper Burma was Rs. 40,553 and of indirect expenditure Rs. 66,474. Of the direct expenditure primary education absorbed Rs. 17,483 and secondary education Rs. 18,559, while the survey schools accounted for the rest. A large part of the indirect expenditure was, as might be expected, due to building grants ; and to the Rs. 36,550 spent under this head there may be added Rs. 1,285 for furniture and apparatus grants so as to

show the total assistance given towards the building and equipping of schools. The expenditure of Government money amounted to Rs. 67,202, fees provided Rs. 7,139, and other sources furnished Rs. 32,386. The proportion borne by public funds was 62·79. The fee income was low. This must be expected at first, but the practice of charging fees, especially in secondary schools, should be steadily encouraged.

Secondary education.

12. Seven mission schools, of which four were in Mandalay, sent up candidates for the middle standards of examination and passed 38 out of 55. These schools received grants under the Grant-in-aid Rules of 1890 which were extended to Upper Burma. There are no Middle Vernacular schools at present.

Primary education.

13. The Vernacular Primary schools which received aid from Government numbered altogether 445. No indigenous schools were aided in the previous year; in 1890-91 423 such schools received grants. Of Mission Vernacular schools there were 22, which instructed 806 pupils. The Mission schools passed 93 pupils by the Lower Primary and 50 pupils by the Upper Primary standard. The indigenous schools passed 125 pupils by the Lower Primary standard, but no indigenous school reached the fourth standard of instruction. All but three of the Anglo-Vernacular primary schools were under missionary management. The detailed account which the Director has given of these schools leads the Chief Commissioner to believe that they try to teach English at too early a stage. This matter should be considered by the Director in consultation with the school managers. The Chief Commissioner has read with interest that part of the report which deals with the introduction of certificated assistant teachers into indigenous schools. It appears that 20 lay and five monastic schools have obtained such teachers, and there is reason to hope that the opposition which certain pôngyis have manifested to the imparting of secular instruction in kyaungs will gradually die away. The Chief Commissioner is quite convinced that the interests of religion and morality, no less than the interests of education, will be best served by utilizing the monastic schools for primary and even, in the future, for secondary education. Any pôngyis who wish to follow the example of U Ayeindama of Sagaing and send their younger brethren to normal schools for training should be warmly encouraged.

Special schools.

14. A small beginning in technical instruction has been made in two schools. The Survey Schools are five in number with a total of 136 pupils. These schools will be transferred to the control of the Director of Land Records.

Education of girls.

15. There were nine Anglo-Vernacular and 297 Vernacular public schools which admitted girls. The total number of scholars was 3,337. There is an increase of 130 schools and 1,305 pupils over the returns of 1889-90. The number of private girls' schools has decreased owing to the failure of many which were started simply as a pretext for claiming exemption from Municipal taxes. There still remained, however, 128 schools with 474 scholars known to the Education Department. The foundation of female education exists, but the superstructure has still to be erected. The Chief Commissioner is glad to observe that some of the missionary

bodies intend to admit girls to schools which have hitherto been confined to boys.

Education of special classes.

16. There are only two schools in Upper Burma which are attended exclusively by Europeans and Eurasians. They are both in Mandalay and both are girls' schools. There are seven other schools which are attended by Europeans and Eurasians, but also admit natives. There are special schools for Mahomedans, Manipuris, and Kachins. Some of the Mahomedan schools show an inclination to start secular education, but most are merely religious schools. There is also one Chinese school in Mandalay.

General remarks.

17. As 1890-91 was the first year in which educational work was seriously undertaken in Upper Burma it is too early to estimate the results. It is evident that no attempt should be made to force secular education on the monasteries against the will of the monks, but the Chief Commissioner desires that every Government officer will exert his influence to induce the indigenous schools of all sorts, whether lay or monastic, to accept the aid and advice of the Education Department.

18. The Chief Commissioner is indebted to Mr. Pope, who has been Director of Public Instruction throughout the year, for much strenuous labour in both Upper and Lower Burma, and for the introduction of many improvements.

By order of the Chief Commissioner,

F. C. GATES,
Junior Secretary.

REPORT

ON

PUBLIC INSTRUCTION IN LOWER BURMA

For the year 1890-91.

INTRODUCTION.

THE policy of the Department and the lines of work indicated in last year's report have been duly kept in view, and there has been, I think I may safely say, steady progress and improvement in the quality of the work done. Educational work during the year under review has been, as far as Anglo-Vernacular schools are concerned, carried on partly under the old and partly under the new system. As the publication of the new standards drawn up in November 1889 was long delayed, School-managers were for 1890-91 given the choice. From the 1st April 1891, the nine standards came into force throughout the province, for both Anglo-Vernacular and Vernacular schools. During 1890-91 Indigenous schools were given no choice; they were all examined under the old system.

2. The standards are arranged as follows:—

Standard	I	Lower Primary.
Do.	II	
Do.	III	Upper Primary.
Do.	IV	
Do.	V	Middle.
Do.	VI	
Do.	VII	
Do.	VIII	High.
Do.	IX	

3. Under the old system in force when I took charge, the only standards were the II, IV, and VII. As long as boys could be pushed through by these standards, and that with the help of "partial passes," it was thought enough. There was a painful absence of careful preparation, of proper classification, and of that thorough patient working up class by class by which alone pupils can be well grounded.

Standards II, IV, and VII were the only ones for which grants could be earned and they were the only ones fully attended to. Municipal schools, though they earned no grants, naturally adopted the same system. I referred to this in paragraph 34 of last year's report.

4. We have now nine standards under the new Grant-in-aid Rules. Provision has been made for grants in each standard and work will be sounder and better. The compulsory subjects in the first seven standards are now only three. The number has been reduced, but better proficiency in each will be required: the optional subjects give ample scope to School-managers. "Kindergarten studies," "Object lessons," and "Gymnastics" have been for the first time brought in, and it is hoped School-managers will introduce them in their schools.

5. The chief events of the year have been—

(*a*) the amalgamation and re-organization of the High and Normal schools at Moulmein and placing them under a trained Principal from England;

(*b*) the introduction of the new Grant-in-aid Rules in the place of those of 1887;

(*c*) the transfer of several long established schools from the Results-grants to the "Fixed grant" list. (Fixed grants have been made for the first time);
(*d*) the revision of the rules for the award of Teachers' Certificates;
(*e*) the preparation of an Educational Code;
(*f*) the formation of a Teachers' Association in Rangoon and in Moulmein.

6. The new Grant-in-aid Rules are wider in their scope than those of 1887 and more fully meet the advance that has been made in education. The "Fixed grant system," "Aid to Normal schools," the chapter on "Discipline and Moral training" are new features, and the chapter on "Technical training" has undergone great modifications with a view to bringing the elements of this training within the reach of the existing schools of the province.

7. What is now needed is a good set of rules laying down the conditions under which schools will be recognized. The Government has in Burma withdrawn from the direct management of schools and has practically handed over the management to private bodies and to Municipalities. There is a serious responsibility resting on those to whom the work has been given. A high standard has to be maintained and education has to spread. Private agency has to show that it is as effectual as the old agency, in which Government and private bodies work side-by-side in the management of schools. There is a serious danger to be guarded against, lest imperceptibly the standard of work and efficiency be dragged down to the wishes and capabilities of private agency. While the Government hands over the management, it must set down a high standard and certain essential conditions which must be strictly observed as a safe-guard against deterioration. Private agency must come up to a standard fixed by the Government, rather than the standard be brought down to it, if education is to spread and to improve in quality. Bad teaching, bad organization, lax discipline, irregular collection of fees, accumulations of arrears, unwieldy classes, and systematically poor results must be guarded against. If schools are to be recognized and subsidised by the Government to do the work which it hands over to them, they must show that they are fit to be accepted as suitable agency, and they must be required when once selected, strictly to fulfil the conditions under which they applied for and accepted the charge.

8. The Government deals in educational matters with School-managers and Superintendents. There is much to be desired in this management and superintendence. With many notable exceptions, Managers and Superintendents are changed too often; they leave too much in the hands of subordinates; attempt too much with insufficient agency; continually ask that concessions and exceptions may be made on their behalf; and are apt to be unmethodical and unbusinesslike. The effects of this are seen when there is a change of Superintendent or Manager. Applications then come in for new registers, new sets of standards, copies of letters, fresh copies of notifications, all of which have been sent on former occasions, but of which the new Superintendent or Manager can find no trace, because there has been no system, no method, no arrangement. The new Superintendent is utterly in the dark as to the lines followed by his predecessor, and this cannot be for the good of the schools themselves nor does it facilitate work.

9. It must not be supposed from this that the relation between the Education Department and School-managers have not been pleasant. They have during the year under review been very good Everything has been done to keep the Educational Officers and School-managers in touch, and I take this opportunity of acknowledging the courtesy and friendliness that have always been shown to us. School-managers readily come to us or write to us to assist them in their difficulties, and they feel that in educational matters the more they take the Educational Officers into their confidence, the quicker and more effectually their difficulties are removed and their work is done. The system of holding confidential conclaves of School-managers, and of circulating confidential circulars for the purpose of getting up agitations with the avowed intention of expressing hostility to the Education Department, has died out, and those who

try to revive it find they have no following. This is as it should be and is a sign of a much healthier state of affairs for education.

I hope in October or November to hold a second Conference of School-managers and others interested in education, one in Rangoon for Lower Burma and one in Mandalay for Upper Burma; when, apart from the opportunities they have ordinarily of bringing forward questions connected with education, School-managers will have a full opportunity of discussing educational matters and representing their own difficulties.

10. In this matter of responsibility for the progress of education Municipal bodies are largely involved and this Municipal control in education is a weak point in the system. Municipal Committees instead of carrying out the policy laid down for them by the Government are apt to try and carry out their own. This is most strikingly seen in the determined effort made by some to starve indigenous education for the Anglo-Vernacular school in which the members are more interested, and to charge a rate of fee for English education that brings in a very small contribution towards the expenses of the school, while it seriously cripples vernacular education. Some Committees spend their time in continual petty fault-finding with the Head Master of the Anglo-Vernacular school and call this supervision. One Municipal Committee went so far as to appoint a master to a post, and when it found that the appointment would be objected to, reduced the pay of the post from Rs. 50 to Rs. 45 in order to carry out its wishes. Some again are utterly indifferent, and between them all education has not a fair chance. The fact is that the members as a rule have neither the time nor the knowledge necessary to look after education and in the municipal towns of Burma, it is impossible to get together a body of men, with the necessary leisure, educational experience, or sympathy to form an Educational Board and take educational matters in hand effectually. The outlook for education in municipalities is not cheering.

11. Added to the defects I have just referred to, is the very serious one of fluctuation in the funds provided for education. It is impossible to do justice to education or to give the people the educatiou they desire and which the Government requires, if every year there is a steady reduction in income. This element of uncertainty is undermining the work. There is not a year passes but there are reductions of salary and dismissals of masters. This constant change is bad for education; it deters good men from taking up the work and is very disheartening to those employed. Both Anglo-Vernacular and Indigenous education are suffering. The prospect for teachers, Anglo-Vernacular and Vernacular, is very poor. The salary-grant scheme provides for promotion, and instead of getting any, certificated assistants are being got rid of. Aided school-managers complain bitterly of the short payments they receive. They suddenly find that the result-grants they have earned are reduced and it only cripples their work.

12. I take the liberty to say that all this arises from municipalities having to do too much with the funds at their disposal for education.

First and foremost they should be relieved of all payments towards the salary and contingencies of Deputy Inspectors. These officers do not inspect schools for the benefit of municipalities. They watch the work done and report on it on behalf of Government. The transfer and promotion of these officers is almost impossible as matters now stand; owing to the possibility of either of these contingencies increasing the expenditure of one or other municipalities.

Municipalities cannot afford to give scholarships, and this item should be struck off. Then again large sums are required each year for repairs and insurance of school-buildings These items should, I think, be chargrd to the general funds.

13. Municipalities are bound to pay no more than one-fifth for education, nor are they bound to provide for any but primary education; and if a steady reduction of income goes on year by year till this is reached, education will suffer. It should be borne in mind that all the higher education and all the Anglo-Vernacular education in the province are being carried on within Municipal limits, and it is this important branch of education that will suffer. The

Entrance examination has been made the initial test for employment, the standard of education is being raised all round, and it will not do to begin reducing the grades of schools all round for want of funds. The new Teachership Rules require higher qualifications in teachers, and it will not do to have them feel that they have no prospects beyond reductions.

14. Provincial funds will have, it seems to me, to step in to the relief, sooner or later, and the provincial contribution to education be increased. At present it is Rs. 3,09,000 a year, but of this Rs. 27,840 are solely for Survey schools. These schools do good work, but they are purely for revenue and administrative purposes. They are controlled entirely by the Department of Revenue and Agriculture. The Education Department has nothing whatever to do with them, except find the funds for them in the budget. They and their expenditure should be handed over to the Department of Revenue and Agriculture, and the Educational budget should be increased to allow of Municipalities being assisted in all education above the primary stage, to make up short payments of the results-grant earned both in Municipal and District Cess fund schools, and to keep education from retrograding.

15. The Teachers' Associations I have referred to will, I trust, be very useful institutions and lead to sister associations being established in Akyab, Bassein, and Mandalay.

The objects for which they have been established are :—.

(i) to hold meetings at stated times to bring together teachers and those interested in education for the discussion of matters bearing on the theory and practice of education;

(ii) to illustrate by practical class-work the best method of teaching;

(iii) to encourage the production and publication of such literature as will tend to advance the cause of education;

(iv) to form a library of permanent and periodical literature bearing on education.

SECTION I.

General and Statistical Summary.

16. The following is a comparative statement of the statistics of educational institutions of all kinds in Lower Burma :—

Name of institution.	1889-90.		1890-91.		1890-91.
	Schools.	Pupils.	Schools.	Pupils.	Average number of pupils.
Public Institutions—					
University—Colleges	1	23	1	25	25
High English schools	8	2,328	9	2,820	313
Middle English schools	32	4,555	34	3,793	112
Middle Vernacular schools	20	1,348	17	1,188	70
Primary	2,954	81,804	2,735	72,620	27
Special	17	472	20	568	28
Female	67	3,474	63	3,416	54
Total—Public Institutions ...	3,099	94,004	2,879	84,430	...
Private Institutions—					
Advanced teaching	...	...	...	...	...
Pali	...	...	...	...	...
Arabic or Persian	...	...	...	...	...
Sanskrit	...	...	...	...	...
Elementary, teaching a Vernacular only or mainly ...	2,800	32,878	2,722	28,843	11
Other schools, not conforming to departmental standards, for religious instruction only.	167	2,130	166	2,024	12
Total—Private Institutions ..	2,967	35,008	2,888	30,867	...
Grand Total ...	6,066	129,007	5,767	115,297	...

Under University—Colleges there is a nominal increase of two only in the number of pupils. High English schools show an increase of one school and 492 pupils. This is accounted for partly by the raising of St. Patrick's Roman Catholic Mission Boys' school, Moulmein, to the grade of a 9th standard school, and partly by the inclusion, for the first time, of the statistics for the Middle and Primary departments of the Rangoon College in those of the High department of that institution. Hitherto each of these departments of the College has been treated as a separate institution. As this practice was misleading, inasmuch as other institutions which had subordinate departments have always been treated as one institution, I have, with a view to uniformity, decided that the same classification shall be maintained with regard to the subordinate departments of the Rangoon College.

17. Middle English schools increased by four during the year by the registration of the American Baptist Mission school, Dalhousie street, Rangoon; the American Baptist Mission, Karen, and the American Baptist Mission, Burmese schools at Henzada; and the American Baptist Mission English school, Toungoo. According to the above table the increase is, however, shown to be only two schools. This is accounted for by two of the new schools respectively taking the places of St. Patrick's school, Moulmein, and the Middle department of the Rangoon College, which has been absorbed into the High department The large decrease of 762 in the number of pupils is entirely due to the withdrawal of the statistics of the two last named institutions and the inclusion of them under the head of High English schools.

18. Vernacular Middle schools have decreased by three and the pupils by 160.

Vernacular education of the Lower secondary stage is not in a satisfactory condition. It is not much sought after, boys preferring to join an Anglo-Vernacular school after passing the 4th or Upper Primary standard.

The Vernacular Middle schools that are at work are very insufficiently and inefficiently provided with teachers and almost invariably carry on the work of the Middle department to the neglect of the Primary. We have found it necessary to reduce the grade of some of the schools, and in fact under the new arrangement of classes necessitated by the new standards the managers themselves have found it impossible to do justice to their schools. The matter is receiving careful attention and I hope that under the re-classification that is being made of the Indigenous schools some good Middle Vernacular schools will be formed.

19. Primary schools show a large decrease of 219 schools and 9,184 pupils. This is due entirely to the fact that the recording visits to Indigenous schools were made later than usual throughout the country for reasons explained at length hereafter, in paragraph 55. The decrease is purely nominal and the figures for 1891-92, when this disturbing cause will not be met with, may be expected to show an increase.

20. Special schools have increased by three and the pupils by 96. Two new Government Survey schools were opened during the year at Ma-ubin and Tharrawaddy, and a survey class in connection with the Mergui Municipal school was formed. The survey class which was attached to the Municipal school, Shwegyin, was closed during the year, as it was found that the arrangement by which the Head Master devoted his leisure moments to survey work did not prove satisfactory. A proper survey school has been established since the 1st April 1891. The particulars for it will be given in next year's report.

21. Schools purely for girls have decreased by four and pupils 58, and this is entirely in Indigenous schools, girls preferring to read in mixed schools for boys and girls, where they get better teaching.

Attached to the Methodist Episcopal Girls' school, Rangoon, is a capital Kindergarten school, the only one of its kind in the province. It has proved very successful and, I wonder, other schools have not opened similar classes.

22. The following is the classification of schools according to their management :—

Class of school.	1889-90.		1890-91.		Remarks.
	Schools.	Pupils.	Schools.	Pupils.	
Under public management—					*The increase of nine schools and 94 pupils under this head is due to the registration of the following schools during the year :—
Maintained by the department ..	21	1,396	21	1,503	
Maintained by Municipal Boards	26	2,612	25	2,150	
Under private management—					
Aided by Grants-in-aid Rules of 1887	43	5,848	52*	5,042	The A. B. M. school, Dalhousie street, Rangoon. The A. B. M. Karen school. The A. B. M. Burmese Boys' school. The A. B. M. English Boys' school, Toungoo. } Henzada. } Middle English Boys' school.
Aided under the Rules for Indigenous schools.	1,064	40,443	940	36,190	
Unaided	1,945	43,705	1,841	38,645	
Total .	3,009	94,004	2,879	84,430	St. Phillip's school, Rangoon ... The A. B. M. Anglo-Vernacular Burmese Boys' school, Lamadaw. The A. B. M. School, Gyobingauk. R. C. M. Boys' school, Thônzè } Primary English Boys' School.
Private Institutions of—					
Indigenous instruction ...	2,057	35,003	2,888	30,807	
Grand Total ...	6,066	129,007	5,767	115,237	The Episcopal Methodist Kindergarten school. } Special school.

23. Schools maintained by the department are the same as last year. The increase of 107 under the head of pupils is due to the cause already explained in the remarks on the preceding table.

Schools maintained by Municipal Boards show a decrease of one school and 462 pupils. The loss of one school is accounted for by the closing of the Municipal Survey school, Shwegyin. The decline in the number of pupils is due to the stricter collection of fees and to the great falling off in number in the Yandoon, Ramree, and Allanmyo schools. Yandoon school has been re-organized and will rapidly fill again. Ramree has been closed, the people took into their heads that the house-tax had been imposed to keep up the school and they declined to send their children. Allanmyo, under its late Head Master, was a standing disgrace. The school has now been made over to the Reverend Mr. Krishna of the S. P. G. Mission and is improving rapidly.

Many boys from Municipal schools joined the aided schools in Rangoon.

24. The following statement gives the classification of the pupils according to the stages of instruction they are in :—

Standard of education.	Number of schools.	Number of pupils.	High stage.			Middle stage.			Upper primary stage.			Lower primary stage.						Total.		
												Reading printed books.			Not reading printed books.					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
High English	12	3,274	192	28	220	910	107	1,017	873	115	988	909	111	1,020	6	23	29	2,890	384	3,274
Middle English.	43	4,436	...	...	...	819	109	928	1,101	211	1,312	1,696	411	2,107	64	25	89	3,680	756	4,436
Middle Vernacular.	19	1,364	...	...	...	84	82	166	174	48	222	676	169	845	92	39	131	1,026	338	1,364
Primary ...	2,784	74,763	...	...	...	73	9	82	2,856	428	3,284	35,001	8,013	43,014	25,311	3,072	28,383	63,241	11,522	74,763
Total ...	2,858	83,837	192	28	220	1,886	307	2,193	5,004	802	5,806	38,282	8,704	46,986	25,473	3,159	28,632	70,837	13,000	83,837

25. The following statement summarises the foregoing figures and gives those of the previous year for comparison :—

Stage.	Number of pupils.		Increase.	Decrease.
	1889-90.	1890-91.		
High	248	220	...	28
Middle	2,104	2,193	89	...
Upper Primary	5,117	5,806	689	...
Lower Primary	48,943	46,986	...	1,957
Lower Primary not reading printed books ...	37,097	28,632	...	8,465
Total ...	93,509	83,837	...	9,672

26. The number of pupils in all classes of institutions, aided and unaided, is shown in the following statement for each district in the province :—

Division.	District.	In Public Institutions.										In Private Institutions.						Grand Total.	
		College.		Secondary schools.		Primary schools.		Special schools.		Total.		Advanced.		Elementary.		Total.			
		1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.
Arakan	Akyab	.	.	475	342	3,608	3,203	60	67	4,143	3,612	...	...	2,599	2,772	2,599	2,772	6,752	6,384
	Kyaukpyu	...	...	137	118	2,159	157	18	25	2,314	300	...	...	267	1,309	267	1,309	2,581	1,609
	Sandoway	...	...	82	72	605	391	9	11	696	474	...	...	81	560	81	560	777	1,034
	Arakan Hill Tracts	...	...	—	.	20	15	...	...	20	15	...	...	.	...	.	...	20	15
Pegu	Rangoon	23	25	3,727	3,658	3,456	3,021	26	65	7,232	6,769	...	...	1,274	1,262	1,274	1,262	8,506	8,031
	Hanthawaddy	...	...	66	56	6,883	5,805	84	77	7,035	5,938	...	...	1,897	2,950	1,897	2,950	8,932	8,888
	Pegu	...	...	159	139	8,050	5,999	45	47	8,254	6,185	...	...	2,142	2,555	2,142	2,555	10,396	8,740
	Tharrawaddy	...	...	83	87	6,462	4,963	...	26	6,545	5,096	...	...	5,048	550	5,048	550	11,593	5,646
	Prome	...	...	681	523	6,839	6,847	41	36	7,561	7,406	...	...	1,641	1,445	1,641	1,445	9,202	8,851
Irrawaddy	Thôngwa	...	...	162	164	9,464	8,461	...	19	9,626	8,644	...	...	1,330	1,416	1,330	1,416	10,956	10,060
	Bassein	...	...	832	804	7,933	8,052	57	84	8,822	8,940	...	...	2,061	2,079	2,061	2,079	10,883	11,019
	Henzada	...	...	985	371	5,851	5,425	31	24	6,147	5,820	...	...	891	892	891	892	7,038	6,712
	Thayetmyo	...	...	166	193	5,760	5,910	...	...	5,926	6,103	.	...	3,477	634	3,477	634	9,403	6,737
Tenasserim	Moulmein	...	...	1,346	1,271	1,094	1,466	50	53	2,499	2,790	...	...	693	883	693	883	3,192	3,673
	Amherst	...	...	68	69	2,501	2,741	...	...	2,569	2,810	...	...	5,988	5,609	5,988	5,609	8,557	8,419
	Shwegyin	...	...	325	310	7,371	5,904	18	...	7,714	6,214	...	...	1,995	649	1,995	649	9,709	6,863
	Toungoo	...	...	563	561	4,292	4,893	24	23	4,879	5,477	...	...	1,014	1,243	1,014	1,243	5,893	6,720
	Tavoy	...	...	360	219	1,185	951	...	...	1,445	1,170	...	...	2,020	2,602	2,020	2,602	3,465	3,772
	Mergui	...	...	124	117	428	481	...	11	552	609	..	...	499	1,376	499	1,376	1,051	1,986
	Salween	...	...	...	.	25	58	...	...	25	58	..		96	81	96	81	121	139
	Total	23	25	9,523	9,074	83,986	74,763	472	568	94,004	84,430	...	..	35,003	30,867	35,003	30,867	129,007	115,297

27. The following table gives a comparative statement of the expenditure for the last two years. The class of instruction and not the budget head of expenditure is made the basis of calculation. The statement includes not only public expenditure but that from private sources, such as tuition fees and contributions to all public schools; it also includes charges for school-buildings. Statistics of expenditure from private sources in Indigenous schools are not obtainable :—

Head of expenditure.	1889-90.		1890-91.	
	Net Government expenditure.	Total expenditure.	Net Government expenditure.	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
University	...	...	...	...
Collegiate	43,487	44,862	36,953	38,393
Secondary	1,36,484	2,80,773	1,36,869	2,97,602
Primary	1,60,913	1,79,465	1,59,758	1,77,068
Female	37,154	38,459	37,307	39,324
Special	28,300	40,497	33,363	45,073
Scholarships	26,517	26,517	22,412	22,412
Buildings	20,863	34,859	45,653	76,509
Furniture and apparatus	1,650	4,641	772	4,770
Miscellaneous	54,040	55,588	62,388	64,888
Superintendence	1,02,140	1,02,140	1,02,159	1,02,159
Total ...	6,10,998	8,57,801	6,37,634	9,18,198

The net Government expenditure has increased by Rs. 26,636. This is accounted for as follows.

The Educational Syndicate expenditure for Collegiate instruction has decreased by Rs. 6,484. This is chiefly due to savings of pay in consequence of certain changes in the professorial staff, caused by the deaths of Dr. Forchhammer and Dr. Romanis and the transfer of Mr. Wells to the Education Department.

The expenditure on secondary, primary, and female education calls for no special remarks. Expenditure on special education has increased by Rs. 5,063 and is entirely due to grants made during the year to the Technical school of Father D'Cruz at Bassein.

Scholarship expenditure shows a decrease of Rs. 4,105 and is accounted for by there being no charges for Lower Primary scholarships during the year, this class of scholarship having been abolished.

Expenditure on buildings show a large increase of Rs. 25,290. Nearly half of this increase, Rs. 12,186, has been incurred on the Rangoon College on large alterations to the school-buildings and for repairs; Rs. 3,220 of the balance was for the erection of a school-house at Sandoway; the remaining balance was expended on alterations and repairs to other school-buildings of the province. The differences in the expenditure for 1889-90 and 1890-91 on "Furniture and Apparatus," "Miscellaneous," and "Superintendence" call for no special remarks.

Fee receipts of all classes of institutions amount this year to Rs. 1,41,145 and show an increase over the previous year's figures of Rs. 14,357. Aided secondary and primary schools show a total of fee receipts amounting to Rs. 72,888 or an increase of Rs. 1,410 over last year's figures. Government and Municipal schools show an aggregate fee income of Rs. 68,257, and a substantial increase of Rs. 12,947 over the fee receipts of the previous year. This has been due to a stricter realizing of fees and the fixing of the fee rate on a sounder basis, whereby those who desired English education were required to contribute better towards the cost, and vernacular education was protected from the unfair competition that arose from too low a rate of fees in Anglo-Vernacular schools.

SECTION II.

CONTROLLING AGENCIES.

28. Mr. Goss, Inspector of Schools, Western Circle, was from the 29th July appointed to the Upper Burma circle, but he has continued to act in the Eastern circle for Mr. Hodson, who has been absent the whole year on furlough.

In the Western circle Mr. C. G. Adams was in charge till the 9th October, when he was relieved by Mr. C. W. Moss, B.A., whose services were lent by the Madras Government.

The permanent incumbent of this appointment is Mr. A. J. Wells, M.A., but he was put in charge of the Upper Burma circle to act for Mr. Goss.

29. The following statement shows how the Inspectors divided their time, and the work done by each officer :—

Name of officer.	Days in charge.		Days spent on general work at headquarters.	Days spent on tours of inspection.	Days spent on inspection at headquarters.	Number of inspections made.
	Eastern circle.	Western circle.				
Mr. Goss	365	...	153	187	25	232
Mr. Adams	...	190	118	74	3	113
Mr. Moss	...	175	52	98	25	108

Notwithstanding the additional work thrown on the Inspectors and their office establishment by the re-organization of work that I referred to in last year's report and the introduction of the new standards with their accompanying new forms for both Anglo-Vernacular and Indigenous schools, the Inspectors, it will be seen, have succeeded in spending more time on district work and in increasing the number of their inspections. Mr. Goss was able to visit portions of the Toungoo, Shwegyin, and Amherst districts that particularly needed attention. This is a change in the right direction. In the programme of tours for 1891-92 special care has been taken to insure a more thorough inspection of not merely the headquarters of districts and subdivisions but of the interior.

30. Several changes took place among the Deputy Inspectors of Schools.

Maung Tun from Henzada, Maung Po San from Tavoy-Mergui, and Maung Taw Pru from Thôngwa were removed to Upper Burma on promotion, their places being filled by Maung Tun Hla (i) transferred to Henzada from Kyaukpyu and Sandoway ; Maung Tun On from Pegu school appointed to Tavoy-Mergui ; and Maung Po Tu also from the Pegu school appointed to Thôngwa.

Akyab town and district were formed into one circle under Innodin hitherto Deputy Inspector for Mahomedan schools only, Maung Me Gri being, transferred to the Kyaukpyu-Sandoway circle.

A Deputy Inspector having been sanctioned for Moulmein Town, Maung Pru, from the office of the Director of Public Instruction, was selected to fill the post on probation. He has since being posted to Tharrawaddy *vice* Maung Po Kya, who takes his place in Moulmein.

The Amherst district is a circle by itself under Maung Shwe Hman. Maung Gauk, the Deputy Inspector of Schools, Shwegyin district, retired on pension and was succeeded by Maung Tu, B.A., late Myoôk and formerly Assistant Science Lecturer in the Rangoon College.

Maung Tun Hla (ii), Deputy Inspector of Schools, Rangoon Town, was sent towards the end of the year on deputation to Upper Burma, and his place was temporarily filled by Maung Po Win, from the Inspector's office.

31. The following statement shows in a concise form the work of the Deputy Inspectors of Schools :—

Name.	Circle.	Days in charge.	Days spent		Days on inspection		Visits made		
			At headquarters.	In district.	At headquarters.	In district.	At headquarters.	In district.	Total inspection.
Maung Tun La (2) ...	Rangoon	318	318	...	25	...	321	...	321
Maung Po Win	Rangoon	47	47	...	32	...	90	...	90
Maung Hwa	Hanthawaddy	365	128	237	9	..	...	643	643
Maung San Ye	Pegu	365	159	206	32	190	63	606	669
Maung Tun	Henzada	114	73	41	10	36	35	115	150
Maung Tun La (1)... ..	Henzada	354	183	171	60	163	114	356	470
Maung Po Kya	Tharrawaddy	358	224	134	70	127	184	294	478
Maung Pru	Tharrawaddy	288	242	46	74	40	124	58	182
Maung Po Maung	Prome	365	178	187	64	153	146	616	762
Maung Pa Ha	Toungoo	365	193	172	68	175	108	361	469
Maung Gauk	Shwegyin	153	57	86	...	88	...	162	162
Maung Tu	Shwegyin	212	113	99	42	72	54	183	237
Maung Shwe Hmôn ...	Moulmein	365	149	216	8	174	43	380	423
Maung Paw Din	Thayetmyo	365	169	196	36	164	110	525	635
Maung Po San	Tavoy-Mergui	94	63	31	17	31	55	89	144
Maung Tun Ôn	Tavoy-Mergui	271	107	164	41	129	110	362	472
Maung Taw Pru	Thôngwa	91	50	41	1	25	3	94	97
Maung Po Tu	Thôngwa	274	89	185	6	137	8	503	511
Maung Po Nwè	Bassein	365	175	170	45	136	65	444	509
Nga Me Gri	Akyab	365	148	217	12	125	23	291	314
Innodin	Akyab	365	193	172	24	134	35	493	528
Maung Lu	Pegu division and Thôngwa district.	365	95	270	5	207	...	364	364
Maung Nyan Kyè	Amherst, Tavoy and Mergui ...	365	93	272	4	187	2	210	212
Maung Pa	Bassein and Henzada	365	58	307	1	240	1	409	410

From the 1st April 1891 the staff will be increased by the appointment of an additional Karen Deputy Inspector of Schools, who will have the Bassein district only, and Thôngwa, Henzada, and Thayetmyo will form a second Karen circle. The third will comprise the Pegu, Hanthawaddy, Tharrawaddy, and Prome districts. It has not been found possible this year to give Maung Nyan Kyè any aid in his large circle, South Tenasserim. A Sub-Inspector for that circle is needed. No Sub-Inspectors of Schools were employed during the year, but from the beginning of 1891-92 there will be two, placed in charge of the Mergui and Sandoway districts respectively.

32. The Deputy Inspectors have on the whole worked well. I regret, however, having to point out the following cases of unsatisfactory work :—

Maung Po Kya, who was in charge of Tharrawaddy, was so dilatory and apathetic about his work, that he was degraded and put in charge of Moulmein Town.

Nga Me Gri, lately Deputy Inspector of Schools, Akyab, and now in charge of Kyaukpyu-Sandoway, is the least successful of the Deputy Inspectors of the Western Circle. He has done little to promote education in his district.

As a rule, the Deputy Inspectors have done their work well; but the experience of the year clearly shows, (what I referred to in my last year's report,) that the transfer of Deputy Inspectors from one district to another should be rendered possible by their being placed on a general provincial list for employment wherever their services are required. Under the present arrangement both the transfer and the promotion of these officers is a great difficulty and in some cases is impossible.

33. I am glad to be able to state that the annual reports of the Deputy Inspectors were this year all submitted in good time, and were on the whole better than before.

I have during the year received the greatest assistance from Mr. Goss in the preparation of the new schedules and forms that have been rendered necessary by the introduction of the new standards and by the revised Grant-in-aid Rules. It has been necessary entirely to recast these for Anglo-Vernacular and for Indigenous schools, and it has been a very heavy item of work, requiring great care and accuracy. Mr. Goss's experience and intimate acquaintance with the details of his work have been invaluable.

Mr. Moss has done his work with energy and tact. He lost no time in setting to work at Burmese and in mastering the details of his duties. His previous experience as a teacher has been useful to him and he bids fair to be a good Inspector of Schools.

SECTION III.

University Education.

34. The Rangoon College is still the only College in the province. The Principal has submitted the following report:—

"The average numbers monthly on the rolls as compared with those of the year 1889-90 are shown in the followng table:—

Year.	College.	High school.	Middle school.	Primary school.
1889-90	24	71	162	372
1890-91	24	79	200	411

"The numbers in the College have still felt during the year the bad effects of the Entrance examination of 1889, but for next year there is every reason to hope for a substantial increase.

"In the High, Middle, and Primary schools it will be seen that a notable increase of numbers has been obtained. In the Middle school it will not be possible to take more pupils than we have at present, unless the staff and accommodation can be increased.

"Forty-four candidates in all were presented for the Calcutta examinations, —one for B.A., eight for F.A., and 35 for Entrance. Of these, the B.A. candidate was successful, also five F.A., and 21 Entrance candidates passed the test. These numbers are highly satisfactory.

"Forty-nine candidates were presented for the Middle school examination, of whom 16 were successful.

"The Primary school was examined by the Inspector of Schools, under the new standards, with the following results:—

Particulars.	I Standard.	II Standard.	III Standard.	IV Standard.
Number presented	75	95	45	76
Number passed	46	92	44	72

"These results reflect great credit on Mr. Knight, the Head Master of that department.

"The average age of the students in the College is 18, in the High school 16½, in the Middle school 14½, in the Upper Primary 11½, and in the Lower Primary 10½.

"The principal changes in the teaching staff were as follows:—

"The College sustained a severe loss by the death of Dr. Forchhammer in the early part of the year. His place as Pali Professor was taken by Mr. J. Gray, who has previously officiated in the post. Mr. M. Hunter, M.A., took over charge of the post of Science Lecturer on the 4th of August 1890. Mr. J. Tsawoo White resigned on the 1st October 1890 to take up a post in the Subordinate Executive Service. Mr. A. J. Wells, M.A., Lecturer in English, left the College on the 1st September 1890 to officiate as Inspector of Schools, Upper Burma, in which post he has since been confirmed, and his place has been filled by the appointment of Mr. Stanley Shaw, LL.D.

"Mr. Marshall and Mr. Gray afforded me great assistance in carrying on the work satisfactorily, and Mr. Buchanan, B.A., was appointed temporary Lecturer to aid these gentlemen. Owing to these arrangements the change at such a critical time did not affect unfavourably the results of the F.A. examination.

"The High school lost also the valuable services of Mr. Mack, B.A., who on the 15th September 1890 was appointed to officiate as Registrar to the Educational Syndicate. Mr. Wales took the vacant place, and Mr. Trutwein, B.A., and Syed Hassan were appointed to the 2nd and 4th mastership respectively.

"In the Middle school the changes also have unfortunately been very numerous. Mr. Laycock was in August 1890 appointed Headmaster in place of Mr. Gray promoted; and other vacancies made by the regretted death of Mr. S. Minus and the appointment of Mahomed Ali to a Deputy Inspectorship of Schools were filled up by the appointment of Mr. C. Gray to the post of 4th master and of Mr. Redmond, 2nd master in the Primary School, to the post of 5th master.

"In the Primary school Mr. C. B. Evers was appointed 2nd master on the 30th October 1890, to take the place vacated by Mr. Redmond.

"The College and High School expenditure for the year amounted to Rs. 46,781-9-7 and the income from fees to Rs. 5,043.

"The cost of the Middle school was Rs. 13,734-1-5 and the income from fees Rs. 7,703.

"The cost of the Primary school was Rs. 11,216-12-2 and the income from fees Rs. 11,547.

"The total expenditure on the whole institution, exclusive of the Boarding department, amounted to Rs. 71,732-7-2, and the total receipts to Rs. 24,293.

"The average number of boarders on the rolls was 122 with an average daily attendance of 103, and the number on the rolls at the end of the year was 108, of whom 15 attended the College, 14 the High school, 47 the Middle school, and 32 the Primary school.

"The expenditure on the Boarding department was Rs. 8,617-13-3 and the receipt by fees Rs. 9,252-8-0.

"For the Boarding department we urgently require a suitable football ground and, if possible, a gymnasium. At present the facilities for games and athletics are far below what is required for a large school.

"I trust that some means will be found to improve them in the coming year."

35. The last two years' results of the F.A. and B.A. examination are shown in the following table:—

F. A. Examination.

1889-90.			1890 91		
Number of candidates.	Number passed.	Percentage.	Number of candidates.	Number passed.	Percentage.
10	6	60	8	5	63

B. A. Examination.

1889 90			1890-91		
Number of candidates.	Number passed	Percentage.	Number of candidates.	Number passed	Percentage.
2	2	100	1	1	100

36. The following is a list of the names of the successful B. A. and F. A. candidates in 1890-91 :—

B. A. Examination.

No.	Name.	College.	Remarks.
1	Maung Kyi O	Rangoon College.	

F. A. Examination.

No.	Name.	College.	Remarks.
1	Josephine Brown.	Rangoon College.	Second division.
2	J. B. Smart.		
3	F. J. S. Boudville.		Third division.
4	Maung Ba Kho.		
5	J. A. Marsh.		

37. Under Mr. Rose and his colleagues the College is improving every year. The numbers in the High, Middle, and Primary departments have increased and the results of the University and Provincial examinations are creditable.

The College Department might be larger; but, as Mr. Rose points out, they cannot be larger till more students pass the Entrance examination from the High schools of the province.

I think it would be an advantage to separate the High school department from the College. At present the Government besides undertaking all repairs and building pays Rs. 41,000 for the two, and Rs. 10,000 for general College expenses, and Rs. 11,000 for the Middle and Primary departments. The College should be by itself, and the High, Middle, and Primary departments should be put together and form a "Collegiate school" supported by fees and a fixed grant. The College must always be expensive and cannot be expected to pay for itself or even to contribute largely in fees towards its expenditure for a long time to come yet. But I see no reason why the "Collegiate School" *i.e.*, the High, Middle, and Primary departments should not, when amalgamated and assisted by a fixed grant, be self-supporting.

I would draw attention to Mr. Rose's complaint about the want of a play-ground and gymnasium for the College.

I should like to see in Rangoon a combination of all the School-managers, to arrange for a regular system of Inter-school sports, cricket, football, and athletics. I have seen these admirably worked in India where "Challenge Cups" and prizes are keenly contested, and the spirit of friendly rivalry does schools an immense amount of good.

38. The chief feature in the work of the High schools in the province has been the division of the work between the 7th standard and the Entrance examination into two standards—the 8th or Preparatory Entrance and the 9th or Entrance. Under the new Grant-in-aid Rules results-grants are awarded for success in both. The University of Calcutta provides the test for the latter and the Educational Syndicate has drawn up the test for the former.

The 8th standard test was drawn up after consulting the School-managers concerned, and after long and careful deliberation and frequent revision. The schools have arranged their work by it since January and the first examination will be held in February 1892. In the High Department, as in the Middle and Primary of the schools of the province, the absence of standards to suit the natural classification in schools was found to be producing bad work. It was the cause of insufficient teaching staff, bad class-organization, hurried and ill-advised promotions, and a general scramble for passing boys with the result that more were plucked than passed, and of bad grounding and teaching. Two full years of steady work are necessary to enable a boy to pass the Entrance examination,

after he has passed the 7th standard and taken Algebra, Euclid, English and Indian History, and Geography as optional subjects from the 5th standard upwards. Here and there very exceptional cases have occurred of a lad passing in a year; but it is not right that for such the bulk of the pupils should be sacrificed and subjected to hurried, bad teaching, and forcing for examination purposes. Experience all over India has shown that two years of work are necessary and I do not find that Burma has anything to make it an exception. I feel sure that in the long run the new system will raise the passes in the Entrance examination, both in quality and quantity.

SECTION IV.

Secondary Education—Upper and Lower.

39. The following statement shows the classification of the Anglo-Vernacular and Vernacular Indigenous Boys' schools in which secondary instruction is given, and the number of pupils attending during the two years 1889-90 and 1890-91:—

Classification of schools.	1889-90.		1890-91.	
	Schools.	Pupils.	Schools.	Pupils.
High English.				
Maintained by the department	2	360	2	947
Maintained by Municipal Boards	3	689	3	503
Aided under the Grant-in-aid Rules of 1887	3	1,279	4	1,370
Unaided	...	...	...	...
Total ...	8	2,328	9	2,820
Middle English.				
Maintained by the department	1	150	...	...
Maintained by Municipal Boards	12	1,345	12	1,176
Aided under the Grant-in-aid Rules of 1887	19	3,060	22	2,617
Unaided	...	..	.	...
Total .	32	4,555	34	3,793
Middle Vernacular.				
Maintained by the department	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Aided under the Grant-in-aid Rules of 1887	...	..	...	...
Aided under the Rules for Indigenous Schools ...	20	1,348	17	1,188
Unaided	...	...	...	
Total ...	20	1,348	17	1,188
Grand Total ...	60	8,231	60	7,801

The total number of institutions for the province remains the same. High schools show an increase of one school and 492 pupils due, as already explained, to the raising of St. Patrick's Roman Catholic school, Moulmein, to the grade of a High school.

Middle English schools maintained by Municipal Boards are the same as last year. Those aided under the Grand-in-aid Rules advanced by four schools, the American Baptism Mission school, Dalhousie street, Rangoon; the American Baptist Mission Karen, and the American Baptist Mission Burmese Boys' schools at Henzada; and the American Baptist Mission English Boys' school, Toungoo, having been registered during the year. The figures in the above table show an increase of only three schools. This is due to one of the new schools taking the place of the S. P. G. St. Peter's school, Henzada, which was abolished early in the year.

The attendance in these institutions compared with the figures for last year shows a decrease of 762 pupils. Various causes have combined to bring about this falling off in the attendance, the chief perhaps being the introduction of higher fee rates and greater strictness in enforcing payment. It is expected that when Anglo-Vernacular schools have been thoroughly re-organized under the new rules, the greater efficiency they will attain, will have the effect of attracting pupils and raising the statistics of attendance to their former figures.

Vernacular schools have decreased by three. It has not been found desirable to encourage secondary education in these institutions, as where permitted there was a great tendency to neglect primary work. Under the new standards and regulations requiring the employment of an adequate staff of teachers in each school, there will be less danger in this direction, and it is expected that an extension of Vernacular secondary education on a better basis will take place.

40. The following are the results of the Calcutta University Entrance and the Provincial Middle school examinations for the year under report and 1889-90 :—

Class of institution.	1889-90.			1890-91.		
	Entrance.	Middle.	Total.	Entrance.	Middle.	Total.
From public schools under public management	18	41	59	27	104	131
From public schools under private management aided under the Grant-in-aid Rules of 1887.	5	40	45	19	62	81
From public schools under private management and aided under the Indigenous School Rules.	...	11	11	...	5	5
Total ...	23	92	115	46	171	217

41. The following schools succeeded in passing candidates for the Calcutta University Entrance examination :—

Name of school.	Division.			
	First.	Second.	Third.	Total.
Rangoon College	1	12	8	21
Akyab High school	...	...	...	...
Moulmein High school	2	1	2	5
Bassein High school	...	1	...	1
St. Paul's Institution, Rangoon	...	1	1	2
St. John's College, S P. G., Rangoon	...	2	1	3
Baptist College, Rangoon	...	1	1	2
St. John's Convent, Rangoon	...	3	3	6
St. Joseph's Convent, Moulmein	1	1	3	5
St. Patrick's school, Moulmein	...	1	...	1
Total ...	4	23	19	46

42. The following table shows the attendance and expenditure in Government and aided boys' schools of secondary instruction:—

Class of school.	Number of schools.	Number of pupils on the roll on the 31st March 1891.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure.		
					From Government funds.	From other sources.	Total.
High English.					Rs.	Rs.	Rs.
Maintained by the department ...	2	947	956	740	22,236	27,798	50,034
Maintained by Municipal Boards ...	3	503	590	477	25,406	12,296	37,702
Aided under the Grant-in-aid Rules of 1887.	4	1,370	1,399	1,148	15,748	33,884	49,632
Total ...	9	2,820	2,945	2,365	63,390	73,978	1,37,368
Middle English.							
Maintained by the department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards ..	12	1,176	1,412	1,082	44,852	18,227	63,079
Aided under the Grant-in-aid Rules of 1887.	22	2,617	2,600	2,108	17,351	68,528	85,879
Total ...	34	3,793	4,012	3,190	62,203	86,755	1,48,958
Middle Vernacular.							
Maintained by the department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards ...	...	..	...	...	...	...	...
Aided under the Grant-in-aid Rules for 1887.	...	...	...	...	...	...	...
Aided under the Rules for Indigenous Schools.	17	1,188	1,188	1,188	11,276	...	11,276
Total ...	17	1,188	1,188	1,188	11,276	...	11,276
Grand Total ...	60	7,801	8,145	6,743	1,36,869	1,60,733	2,97,602

While the number of public secondary schools remains the same as last year the total expenditure has increased by Rs. 16,829. This is chiefly due to the inclusion for the first time in this table of the expenditure of the Primary department of the Rangoon College. Of the total expenditure Rs. 2,97,602 on public secondary schools Rs. 1,36,869 was contributed by the Government or by Municipalities and Rs. 1,60,733 from private sources. There is also a further improvement in the fee receipts for the year in this class of institutions to which I have referred in Section I.

43. The following table gives a list of the secondary schools which sent up pupils for the Entrance and Middle School examinations during 1889-90 and 1890-91 and the passes obtained :—

District.	Name of school.	1889-90.			1890-91.		
		Entrance.	Middle.	Total.	Entrance.	Middle.	Total.
	Municipal Schools.						
Akyab ...	Municipal High school ...	8	8	6	...	12	12
	Government Normal school ...	...	1	1	...	2	2
Kyaukpyu ...	Municipal school	...	1	1	...	3	3
	Municipal school, Ramree ...	...	...	...	...	2	2
Sandoway	Municipal Middle school ...	...	1	1	...	1	1
Rangoon ...	Syndicate High school	11	2	13	21	9	30
	Syndicate Middle school ...	...	13	13	...	16	16
Pegu	Municipal school	...	...	...	...	1	1
Prome ...	Municipal school, Paungdè ...	...	...	...	...	4	4
	Municipal school, Shwedaung ...	...	...	...	...	1	1
	Municipal school, Prome ...	...	4	4	. .	12	12
Thôngwa	Municipal school, Yandoon ...	...	...	...	...	...	...
Bassein	Municipal High school ...	3	2	5	1	11	12
Henzada ...	Municipal school, Henzada ...	...	...	...	...	3	3
	Municipal school, Myanaung ...	...	1	1	...	2	2
	Municipal school, Kyangin ...	...	...	...	...	...	...
Moulmein	Government High school ...	1	5	6	5	14	19
	Government Normal school ...	...	1	1	...	...	...
Shwegyin	Municipal school	...	1	1	...	4	4
Tavoy	Municipal school	...	...	...	...	1	1
Mergui	Municipal school	...	1	1	...	6	6
	Total ...	18	36	54	27	104	131
	Grant-in-Aid Schools.						
Akyab ...	St Anne's Convent	...	...	...	...	1	1
	Girls' school	...	1	1	...	...	...
Rangoon ...	St. John's College, S. P. G. ...	1	5	6	8	10	18
	St. Paul's High school	4	7	11	2	8	10
	St. John's Convent	...	2	2	6	7	13
	Episcopal Methodist Girls' school ...	...	...	...	...	2	2
	St. Anthony's	...	1	1	...	1	1
	Diocesan Girls' school ...	...	...	...	...	...	...
	Baptist College (Alôn) ...	...	1	1	2	3	5
	Old Convent, Vernacular ...	...	1	1	...	...	...
	A. B. M. Girls' school, Kemmendine ...	...	1	1	...	2	2
	A. B. M. Girls' Normal school, Kemmendine. ...	...	5	5	...	...	...
	Lutheran Mission school ...	...	1	1	...	...	...
	Pegu Karen High school ...	...	...	...	...	...	...
	Cantonment schools	...	...	...	...	...	...
	St. Barnabas' S. P. G.	...	...	...	...	2	2
	Carried over ...	5	25	30	13	86	49

District.	Name of school.	1889-90.			1890-91.		
		Entrance.	Middle.	Total.	Entrance.	Middle.	Total.
	Grant-in-aid Schools—concld.						
	Brought forward ...	5	25	30	13	36	49
Thayetmyo ...	St. Andrew's school	...	...	...	...	5	5
Bassein	A. B. M. Karen Institute ...	...	...	...	...	2	2
	St. Peter's Institute, Anglo-Vernacular.	...	...	...	...	...	...
	A. B. M. Pwo Karens	...	...	...	...	1	1
Moulmein	St. Joseph's Convent	...	3	3	5	2	7
	St. Patrick's school	...	1	1	1	5	6
	A. B. M. Boys' school	...	...	...	...	1	1
	Cantonment school	...	2	2	...	1	1
	St. Augustine's school	...	3	3	...	3	3
	Eurasian Home school	...	1	1	...	1	1
	St. Mathew's school	...	...	...	...	1	1
	A. B. M. Morton Lane Girls' school	...	7	7	...	2	2
Toungoo	St. Luke's S. P. G. school ...	...	2	2	...	1	1
	R. C. M. Anglo-Vernacular Boys' school.	...	...	...	...	1	1
	R. C. M. Vernacular Boys' school ...	...	...	...	...	...	...
Tavoy ...	A. B. M. Karen	...	1	1	...	...	...
	Total ...	5	45	50	19	62	81
	Indigenous Schools.						
Akyab	U Gunamezu's Monastic, Kaunglaung.	...	...	...	...	1	1
Sandoway	Maung Kade's school	...	2	2	...	...	...
Hanthawaddy ...	Maung Shwe Wa's school ...	...	1	1	...	...	...
Tharrawaddy ...	Roman Catholic, Thônzè ...	...	1	1	...	...	...
Prome	Maung Dôk's, Padigôn ...	...	1	1	...	1	1
	Maung Ba's school, Prome ...	...	...	...	...	1	1
	Maung Kyaw Tun's (Sinmizwè) ...	...	...	...	...	1	1
Bassein	U Pandi's Monastic school ...	...	1	1	...	...	...
	Maung Aung Myat's (Kyônpyaw) ...	...	2	2	...	...	...
Hônzada	U Nyana's school, Zalun ...	...	1	1	...	...	...
	Ma Hin Tha's, Henzada ...	...	...	...	...	1	1
Shwegyin	Maung San Ya's school ...	...	1	1	...	...	...
Tavoy	Maung Lu Din's school ...	...	1	1	...	...	...
	Total ...	...	11	11	...	5	5

Thus it will be seen that Entrance passes have risen from 23 to 46, the increase coming from nearly all the schools, those of Akyab and Bassein (Municipal) and St. Paul's (Registered aided), Rangoon, alone proving less successful than in 1889-90.

44. The following table shows the number of candidates presented from each school and the number of passes :—

Name of school.	Sent up.	Passed.
Rangoon College	36	21
Akyab High school	...	.
Moulmein school	5	5
Bassein school	7	1
St. Paul's Institute, Rangoon	3	2
St. John's College, Rangoon	15	8
Baptist College, Rangoon	4	2
St. Patrick's school, Moulmein	3	1
St. John's Convent, Rangoon	7	6
St. Joseph's Convent, Moulmein	6	5
Total ...	86	46

45. Work in Anglo-Vernacular secondary schools was in 1890-91 in some cases more closely tested than hitherto, as some institutions elected to be examined under the new standards. The following table is therefore added in order to give a clearer view of the results of the year's work :—

District.	Name of school.	1889-90.	1890-91. Standards.		
		M. S.	V.	VI.	VII.
	Municipal schools.				
Akyab	Municipal High school	8	18	7	12
	Government Normal school	1		...	2
Kyaukpyu	Municipal school	1	6	2	8
	Municipal school, Ramree ...	...	..	...	2
Sandoway ...	Municipal school	1	...	...	1
Rangoon	Syndicate High school	2	...	...	9
	Syndicate Middle school	13	86	13	16
Pegu ...	Municipal school	...	...	...	1
Prome	Municipal school, Paungdè	...	...	...	4
	Municipal school, Shwedaung	...	...	...	1
	Municipal school, Prome	4	...	...	12
Thôngwa ...	Municipal school, Yandoon	...	4	5	...
Bassein	Municipal High school	2	11	15	11
	Municipal Primary, Lemyethna	...	2	...	...
Henzada	Municipal school, Henzada	...	...	...	3
	Municipal school, Myanaung	1		...	2
	Municipal school, Kyangin	.	...	...	...
Moulmein	Government High school	5	...	...	14
	Government Normal school	1	...	...	...
Shwegyin ...	Municipal school	1	...	...	4
Tavoy	Municipal school	...	...	.	1
Mergui ...	Municipal school	1	...	...	6
	Total ...	36	72	42	104

District.	Name of School.	1889-90.	1890-91.		
			Standards.		
		M. S.	V.	VI.	VII.
	Grant-in-aid schools.				
Akyab ...	St. Anne's Convent	...	1	1	1
	Girls' school	1	3	...	...
Rangoon ...	St. John's College, S. P. G.	5	20	35	10
	St. Paul's High school	7	14	4	8
	St. John's Convent ...	2	15	11	7
	Episcopal Methodist Girls' school ...	...	...	...	2
	St. Anthony's	1	...	...	1
	Diocesan Girls' school ...		...	3	...
	Baptist College (Alôn) ...	1	...	...	3
	A. B. M. Boys' school, Dalhousie street ...		2	2	...
	Diocesan Boys' school	...	3	2	...
	Old Convent, Vernacular ...	1	6	5	...
	A. B. M. Girls' school, Kemmendine ...	1	5	8	2
	A. B. M. Girls' school, Normal class, Kemmendine.	5	...	...	...
	Lutheran Mission	1	...	...	...
	Pegu Karen High school	...	8	4	...
	Cantonment school	...	11	...	...
	St. Barnabas' S. P. G.	...	...	...	2
Thayetmyo ...	St. Andrew's school	...	...	...	5
Thôngwa ...	A. B. M. Pwo Karen (Ma-ubin)	...	4	.	...
Bassein ...	A. B. M. Karen Institute	...	29	11	2
	St Peter's Institute, Anglo-Vernacular ...	...	4	...	...
	A. B. M. Pwo Karen	...	4	5	1
Moulmein ...	St. Joseph's convent	3	...	...	2
	St. Patrick's school	1	18	7	5
	A. B. M. Boys' school	...	4	5	1
	Cantonment school	2	4	...	1
	St. Augustine's school	3	11	5	3
	Eurasian Home	1	...	7	1
	St. Mathew's school	...	..	...	1
	A. B. M. Morton Lane Girls' school ...	7	11	10	2
	A. B. M. Karen Normal	...	...	4	...
Toungoo ...	St. Luke's S. P. G.	2	...	.	1
	R. C. M. Anglo-Vernacular Boys'	...	7	16	1
	R. C. M. Vernacular Boys'	..	...	...	...
Tavoy	A. B. M. Karen	1	...	...	...
	Total ...	45	179	145	62

In 1891-92 all schools will be examined under the new standards and it is believed that greater efficiency will be obtained. Strenuous efforts have been made in schools, both Municipal and Registered aided, to provide an adequate number of qualified teachers.

46. Vernacular Indigenous schools in which secondary instruction is given, numbered 17 against 20 in 1889-90.

Pupils declined from 1,348 to 1,188, passes fell from 11 to 5, and results-grants were earned to the amount of Rs. 667-12-0 in the localities named in the following statement:—

District.	Amount.
	Rs. A. P.
Toungoo	308 12 0
Tharrawaddy	85 0 0
Bhwegyin	105 0 0
Pegu	10 0 0
Hanthawaddy	15 0 0
Prome	100 0 0
Bassein	99 0 0
Total ...	667 12 0

47. An examination of the above tables gives the following particulars:—

(*a*) First as to the Entrance Examination. There has been a good increase in the number of passes and a better supply of candidates is available for the Rangoon College. It is, however, a matter of regret that the Akyab and Bassein High schools do not show better results. The results in Moulmein have been much better than usual and are due to the exertions of Mr. Lamb. The two convents deserve great credit for their success. Not a single boy was sent up from the Akyab High school. The school is now under the charge of Mr. Campagnac and there are already signs of improvement. The numbers have largely increased and the 8th and 9th standards are well attended. If the Bassein and Akyab schools do not turn out better work in the High Department, it will be necessary to see whether a high department should be maintained at all. It would be a great pity to close them, especially as under the new rules for admission into the public service the Entrance examination is to be the initial qualification. It is more than ever necessary that the existing high schools, public and private, should turn out better work and that where possible Middle schools should be raised to High.

Hitherto, as was the case in the Middle and Primary schools, the absence of a proper gradation and classification has been the cause of much hurried and bad work in the High Department. Boys after passing the Middle school were rushed through to the Entrance in one year and schools did not provide a proper staff for doing the High school work. As in the Middle and Primary schools the seven standards have been introduced, so in the High Department the work has been divided into the 8th or Preparatory Entrance and the 9th or Entrance standard. A boy will now be required to spend two years after passing the 7th standard in the High Department, and before being promoted into the 9th standard, he will have to pass the 8th standard test. This will necessitate better teaching. The object is not merely to send up boys who will scrape through the Entrance in the 3rd division, or to send up a great number who have no chance whatever of passing; but to make the work thorough and to fit the boys for taking up their collegiate studies with advantage.

School-managers will have to guard against a defect that has been very common up to the present time, a defect that has had a good deal to do with the failures each year. They will have to insist upon Euclid, Algebra, and History (English and Indian) being taught systematically from the 5th standard upwards. It has been a common thing to find boys who had passed the 7th standard utterly ignorant of these subjects, which are compulsory in the Entrance. They began their Entrance-class work overburdened with these subjects; whereas had they begun them in the 5th standard, their work in the 8th and 9th standards would have been much easier.

(*b*) As to the Middle school results. This has been the last examination under the old system. The results, though somewhat better than last year, still leave much to be desired. As will be seen from the list, a very large number of schools, graded as Middle schools and kept up at a high expenditure, either sent no candidate up or have every candidate who was sent up plucked. This does not speak well for those in charge of them. It will be necessary to do to these schools what the University does to schools that fail year after year to pass pupils—strike them off the Middle School Register.

In both Municipal and Aided schools the failures are too commonly laid at the door of the examination and the examiners; but better organization, more systematic work, and more thorough supervision of under-masters is really what is needed. The success of the Municipal schools all round has not been creditable. If next year no better results are shown, it will be necessary to remove some of the Head Masters, who are in some cases unfit for their work and in others too indolent to do it.

SECTION V.

Primary Instruction.

48. The following statement compares the statistics of Primary schools for the past two years:—

Primary schools of all classes.

Class of institution.	Number of primary schools under inspection.		Attendance.		Number of pupils passed			
					Upper Primary examination.		Lower Primary examination.	
	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.
Public institutions under public management.	28	27	2,667	2,250	190	252	259	418
Public institutions under private management.	42	49	4,460	4,426	398	385	485	509
Indigenous schools (aided). Burmese ...	2,567	2,304	71,133	61,101	737	802	1,991	2,284
Karen ...	419	450	12,390	13,085	251	286	729	830
Mahomedan ...	23	24	507	595	...	...	...	3
Total ...	3,079	2,854	91,157	81,457	1,576	1,725	3,464	3,994

Anglo-Vernacular schools under public management show a decrease of one school. This is more apparent than real, the decrease being due to the High, Middle, and Primary schools of the Rangoon College, which were hitherto treated as separate institutions, being for the first time this year classified as one institution.

Anglo-Vernacular schools under private management have increased by seven. One school, the Primary department of the Rangoon Baptist College, was taken off the list, and the following eight schools were brought on, namely, American Baptist Mission Karen, and American Baptist Mission, Burmese schools, Henzada; American Baptist Mission English school, Toungoo; the American Baptist Mission school, Lamadaw, Rangoon (really the Primary department of the Baptist College); the American Baptist Mission school, No. 12, Dalhousie street, Rangoon; American Baptist Mission school, Gyobingauk; Roman Catholic Mission Boys' school, Thônzè; and St. Philips' school, Brooking street, Rangoon.

Indigenous Burmese schools show a decrease of 263, arising mainly as already explained from the fact that the statistics were taken in the off season, when several of the schools were closed.

Indigenous Karen schools have risen to 450, showing an increase of 31.

Mahomedan schools have also increased by one.

Attendance shows a net decrease of 9,700 pupils.

In Anglo-Vernacular institutions under public management there is a decrease of 417 pupils. In the Akyab, Bassein, and Mergui Municipal schools the raising of tuition fees was followed by an immediate loss of pupils, namely, 64, 35, and 30 respectively. In other places also the raising of the fee rate, stricter collections, and a general tightening of discipline had the effect of lessening attendance. Many pupils apparently found their way to private institutions (under public or private management). At the same time promotion to secondary departments tended to increase an exodus, which was not counterbalanced by new admissions.

In Burmese indigenous schools there is a decrease of 10,032 pupils due, as is the decrease in the number of schools, to the registration of pupils having been later in the year than usual. This decrease in schools and in attendance is only apparent.

In Karen schools, where the demand for instruction is keener, the school session more prolonged, and the pupils more under the control of the teachers, the delay had little effect, and the attendance of Karen schools shows an increase of 695 pupils.

In Mahomedan schools pupils have increased by 88.

As regards full passes, the figures are satisfactory, all classes of schools having secured good increases.

A.—Non-Indigenous Institutions.

49. In the following paragraphs detailed information is given regarding the primary schools referred to above :—

Arakan Division.

There are in all eight schools in this division. Six of them are Government and Municipal and two are registered under the Grand-in-aid Rules.

The number of full passes gained was as follows :—

Class of Institution.	Full passes.					
	1889-90.	1890-91.				
		Standards.				
	Upper and Lower Primary.	Lower Primary.		Upper Primary.		Total.
		I.	II.	III.	IV.	
In Government and Municipal schools ..	64	53	49	13	25	140
In Registered Aided schools	2	11	.	..	1	12
Total ...	66	64	49	13	26	152

The following are the figures in detail for the foregoing schools :—

Government and Municipal Schools.	Full passes.					
	1889-90.	1890-91.				
		Standards.				
	Upper and Lower Primary.	Lower Primary.		Upper Primary.		Total.
		I.	II.	III.	IV.	
Government High school, Akyab	14	33	20	10	4	67
Government Practising school, Akyab ...	7	...	6	...	1	7
Government Primary school, Paletwa ...	...	...	3	...	...	3
Municipal school, Kyaukpyu	11	20	14	3	8	45
Municipal school, Ramree	12	...	2	...	2	4
Municipal school, Sandoway	20	...	4	...	10	14
Total ...	64	53	49	13	25	140

The Akyab High school shows progress this year as far as the annual examination goes, but in the matter of attendance there is a marked decrease. The latter is due to the opening of a rival school which, by its open and deliberate violation of the Inter-school Rules (a violation that was very promptly stopped), drew away many of the High school pupils.

The Kyaukpyu Municipal school has improved this year and shows a decided increase in the number of full passes.

The school at Ramree will be reduced from a Middle to a Primary grade from next year. This is found necessary owing to the great decrease in the number attending the school. The people of Ramree seem to be indifferent as to whether their children receive education or not. They took it into their heads that a certain post-tax was levied to support education and they withdrew most of their pupils from school in order to spite the authorities. Under such circumstances it is hardly to be expected that the school can be maintained up to its present standard.

The Municipal school at Sandoway has not done so well this year as last.

The only aided institutions in this division are the two girls' schools in the town of Akyab.

The following are the figures in detail for the foregoing schools :—

Schools registered under the Grant-in-aid Rules.	Full passes.					
	1889-90.	1890-91.				
		Standards.				
	Upper and Lower Primary.	Lower Primary.		Upper Primary.		Total.
		I.	II.	III.	IV.	
Akyab Girls' school	2	2	...	...	...	2
St. Anne's Convent school	...	9	...	...	1	10
Total ...	2	11	...	...	1	12

The results of the Akyab Girls' school were poor this year. Ever since the death of Mrs. Lackersteen, the teaching seems to have fallen off. By the death of Mrs. Lackersteen the people of Akyab have lost one who for years patiently and earnestly devoted herself to the education of the children of the town. Two generations came under her motherly care and guidance and it will be very hard to replace her.

The St. Anne's Convent school was registered and had its first examination this year.

Pegu Division.

There were seven Government and Municipal schools at work during the year against nine on the list in 1889-90, the schools at Thônzè and Gyobingauk having, as stated in the last annual report, been closed. That at Thônzè has now become a private school conducted by the Roman Catholic Mission there, and is registered under the Grant-in-aid Rules.

The Gyobingauk school ceased to exist as a Municipal institution as it was found impossible to place it on a proper footing, but teaching was for a time carried on by the poorly qualified master who kept a few pupils together.

The Inspector visited the town in August and tried to start a proper school, but the townspeople (though prosperous traders as a rule) declined to pay or levy fees and nothing could be done. Private effort if supported is ready to meet the needs of the place. The American Baptist Mission has already opened an Anglo-Vernacular Primary school, and if encouraged the Roman Catholic Mission will do the same.

Institutions registered under the Grant-in-aid Rules number 28 against 23 in the previous year. The new schools are :—

The American Baptist Mission Primary school, Yegyaw, Rangoon.
The American Baptist Mission Primary school, Zigôn.
The American Baptist Mission Primary school, Prome.
The American Baptist Mission Primary school, Gyobingauk.
The Roman Catholic Mission Primary school, Thônzè.

The Rangoon Baptist College will after this year disappear from the list of Primary schools, its Primary department having been separated and registered as the American Baptist Mission Anglo-Vernacular school, Lamadaw, Rangoon.

The number of full passes gained was as follows :—

Class of Institution.	Full passes.					
	1889-90.	1890-91.				
		Standards.				
	Upper and Lower Primary.	Lower Primary.		Upper Primary.		Total.
		I.	II.	III.	IV.	
In Government and Municipal schools ...	170	46	194	44	134	418
In Registered Aided schools	469	177	269	159	201	806
Total	639	223	463	203	335	1,224

Satisfactory progress is indicated by these figures, the details of which are of interest and are therefore fully given in the following statement :—

Government and Municipal Schools.	Full passes.					
	1889-90.	1890-91.				
		Standards.				
	Upper and Lower Primary.	Lower Primary.		Upper Primary.		Total.
		I.	II.	III.	IV.	
Municipal Boys' school, Rangoon	60	46	92	44	72	254
Municipal Boys' school, Pegu	24	..	6	.	7	13
Municipal Boys' school, Prome	40	...	60	...	23	83
Municipal Boys' school, Paungdè ...	13	...	20	..	16	36
Municipal Boys' school, Shwedaung	14	...	7	.	10	17
Municipal Girls' school, Rangoon	9	...	6	..	3	9
Municipal Girls' school, Shwedaung	10	...	3	...	3	6
Municipal Boys' school, Thônzè .	...	..	...	..	...	...
Municipal Boys' school, Gyobingauk	...	...	...	...	...	...
Total ...	170	46	194	44	134	418

It will be noticed from the above that the Primary department of the Rangoon College did well under the new system. Of the other boys' schools which made no change, those at Prome, Paungdè, and Shwedaung show improvement. The Pegu school has declined in efficiency. The Rangoon Girls' school showed no change. The girls' school at Shwedaung, continued to fall off, and as it has failed to show itself in any way superior to an indigenous school, it will be treated as one from the end of the year. The boys' schools at Thônzè and Gyobingauk were closed before the examination of 1889-90.

Schools registered under the Grant-in-aid Rules.	Full passes.					
	1889-90.	1890-91.				
		Standards.				
	Upper and Lower Primary.	Lower Primary.		Upper Primary.		Total.
		I.	II.	III.	IV.	
St. Paul's High school, Rangoon	105	33	19	9	12	73
St. John's College, S. P. G., Rangoon	64	33	35	41	32	141
Diocesan Boys' school, Rangoon	7	.	1	2	3	6
Diocesan Girls' school, Rangoon ...	1	14	4	9	5	32
St. John's Convent, Rangoon .	64	6	12	16	13	47
Old Convent Anglo-Vernacular, Rangoon ...	8	12		17	7	36
Old Convent, Vernacular, Rangoon .	22	9	10	14	12	45
St. Anthony's (Tamil), Rangoon	68	...	34		19	53
St. Gabriel's S. P. G., Rangoon	1	...	6	...	7	19
Lutheran Mission, Rangoon . ..	3	...	3	...	2	5
American Baptist Mission, Anglo-Tamil, Rangoon	7		2	.	1	3
Cantonment (Tamil), Rangoon ..	12	15	7	2	9	33
St. Mary's S. P. G., Rangoon .	4	...	1		1	2
Episcopal Methodist Anglo-Vernacular, Rangoon			2		..	2
Episcopal Methodist Girls' Vernacular, Rangoon	8	...	1	.	11	12
Baptist Boys', Rangoon	3	4	7	7	6	24
St. Michael's S. P. G. Boys', Rangoon ...	5	...	9		1	10
American Baptist Mission Girls', Rangoon	16	7	8	5	7	27
St. Barnabas' Boys', Rangoon	22	...	31	..	9	40
Baptist College, Rangoon ...	9	...	...	...	...	
American Baptist Mission Sgau Karen, Rangoon ..	40	19	60	21	18	118
American Baptist Mission Anglo-Vernacular (Yegyaw), Rangoon.	...	4	3	5	10	22
American Baptist Mission Anglo-Vernacular (Lamadaw), Rangoon		21	10	11	12	54
American Baptist Mission school, Zigôn	4		1	...	1	2
American Baptist school, Prome .	1	...	.	...	...	.
Roman Catholic Mission school, Thônzè ...		.	3		3	6
American Baptist Mission Anglo Vernacular, Gyobingauk		...		...	.	.
Total	469	177	269	159	201	806

As already mentioned, about half the schools in the foregoing list have followed the new system. The first seven, to which fixed annual grants payable monthly have been sanctioned, conducted their own examinations for promotion.

The results show that in St. Paul's High school and St. John's Convent the examinations were strict. There is no reason, however, to suppose that the test applied in the other schools was below the standard. But School-managers should remember that nothing is gained by allowing boys promotion on too easy terms. It must end in a breakdown sooner or later. A school that is known for its easy promotions may attract boys, but they will be of a class that does no school any credit. They are of the sort that run away from discipline and work and bring discredit on every school they join. Thorough and systematic examinations and strict promotions are a duty towards pupils and

their parents, and popularity at the expense of discipline and strictness is not fair to those schools that are strict. Now that the Government has rightly made over to the managers of certain well-known and long-established schools the right to examine and promote, that it has hitherto reserved to itself, there is on the part of school-managers all the greater need for strictness. Of schools tested under the old rules, St. Anthony's shows a decrease rather apparent than real, while St. Barnabas' has much improved. Others show little change; but under the new system they will probably prove more efficient when next examined.

Irrawaddy Division.

There were working in this division during the year eight Municipal and six registered schools. This shows a decrease of two in Municipal schools as compared with last year. The number of registered schools remains unaltered.

The number of full passes gained was as follows :—

Class of Institution.	Full passes					
	1889-90	1890-91.				
	Upper and Lower Primary.	*Standards.*				
		Lower Primary		Upper Primary.		Total.
		I.	II	III.	IV	
In Government and Municipal schools	121	47	91	19	58	215
In Registered Aided schools	148	116	102	62	70	350
Total ...	269	168	193	81	128	565

The following are the figures for each Municipal School :—

Government and Municipal Schools.	Full passes.					
	1889-90.	1890-91.				
	Upper and Lower Primary.	*Standards.*				
		Lower Primary		Upper Primary		Total.
		I.	II.	III.	IV.	
Municipal school, Yandoon	18	13	15	...	8	31
Municipal school, Pantanaw	9	...	7		2	9
Municipal High school, Bassein	20	28	48	19	25	115
Municipal school, Ngathainggyaung	2	...	..	....		
Municipal school, Lemyethna	7	...	3	...	6	9
Municipal Boys' school, Henzada . ..	19	..	6	...	5	11
Municipal Girls' school, Henzada	1	...	.	...	...	
Municipal school, Myanaung	19		12		9	21
Municipal school, Kyangin .	17	..	5	.	2	7
Municipal school, Allanmyo ...	9	6	...		6	12
Total ...	121	47	91	19	58	215

As stated in last year's report the school at Ngathainggyaung was abolished.

The Girls' school at Henzada is no longer a Municipal institution, but now ranks as Indigenous.

The Municipal school at Allanmyo was this year handed over to the care of the Head Master of St. Andrew's S P. G. School, Thayetmyo, and so in future will come under the head of Grant-in-aid institutions. This school, which has been long a standing disgrace, has since its transfer been doing much better, and there is every hope of still further success.

The Bassein High school has made decided progress this year, and has fully realized the expectations formed of it in last year's report. There is also improvement in the schools at Myanaung and Lemyethna.

The following are the details of the passes for the aided schools :—

Schools registered under the Grant-in-aid Rules	Full passes.					
	1889-90.	1890-91.				
		Standards.				
	Upper and Lower Primary.	Lower Primary.		Upper Primary.		Total.
		I.	II.	III.	IV.	
A. B. M. Sgau Karen school, Bassein	66	61	45	44	18	168
A. B. M. Pwo Karen school, Bassein ...	21	17	...	8	8	33
St. Andrew's S. P. G. school, Thayetmyo .	32		15		15	30
St. Peter's S. P. G. school, Henzada ...	17					
A. B. M. Pwo Karen school, Thôngwa ...	7	17	15	4	7	43
St. Peter's R. C. M. school, Bassein ...	0	...			...	
St. Peter's Anglo-Vernacular school, Bassein ...	...	21	9	6	8	44
A. B. M. Karen school, Henzada .	...		18		14	32
Total	148	116	102	62	70	350

Although the number of aided schools in this division remains the same as last year there have been some changes.

St. Peter's S. P. G. School, Henzada, was closed last year, as it was in a very bad state and under no supervision.

The last school in the above list was registered during the year as Anglo-Vernacular and has already made good progress.

St. Peter's R. C. M. Vernacular school, Bassein, has now become Anglo-Vernacular. It has begun well and ought to succeed.

The two Missionary schools for Karens in Bassein continue to improve and their work this year is very satisfactory.

Tenasserim Division.

In 1889-90 Government and Municipal institutions numbered ten. In the year under report there are but seven, the two schools in Toungoo for boys and girls, and the Girls' school, Mergui, mentioned as closed in the report for 1889-90, having been removed from the list. They were certainly not required.

Schools registered under the Grant-in-aid Rules have risen from 13 to 15, the addition being the A. B. M. English school, Toungoo, a new institution of some promise, and the Paku-Karen Anglo-Vernacular school, also in Toungoo, which has been re-admitted to the register after some years' work as an indigenous school.

The number of full passes gained was as follows :—

Class of Institution.	Full passes.					
	1889-90.	1890-91.				
		Standards.				
	Upper and Lower Primary.	Upper Primary.		Lower Primary.		Total.
		I.	II.	III.	IV.	
In Government or Municipal schools	94	...	78		35	113
In Registered Aided schools ...	264	165	144	104	113	526
Total ...	358	165	222	104	148	639

These figures may be accepted as very satisfactory, and the details which are fully shown in the following statement give a very fair idea of the condition of each school:—

Government and Municipal Schools.	Full passes.					
	1889-90.	1890-91.				
		Standards.				
	Upper and Lower Primary.	Lower Primary.		Upper Primary.		Total.
		I.	II.	III.	IV.	
Government High school, Moulmein ...	44	.	24		8	82
Government Normal school, Moulmein ...	5	...	2	...	1	8
Municipal school, Thatôn	...	...	16	...	2	18
Municipal school, Kawkareik	...	...	2	...	...	2
Municipal school, Shwegyin	22	...	16	...	11	27
Municipal school, Tavoy	17	...	10	...	8	18
Municipal school, Mergui	6	...	8	...	5	13
Municipal school, Toungoo	...	...	...	...	...	...
Municipal Girls' school, Toungoo	...	...	...	...	...	...
Municipal Girls' school, Mergui	...	...	...	...	...	...
Total ...	94	...	78	...	35	113

In the Tenasserim as in the Pegu division Government and Municipal schools have not shown the same alacrity to adopt the new system as registered aided institutions have. All the schools shown in the above statement were tested under the old standards, and with the exception of the Government High and Normal schools, all showed some progress. The High and Normal schools have been re-organized and placed under well qualified management, and will, I trust, show marked improvement. It is time they did.

The Thatôn Anglo-Vernacular Primary school is doing steady good work under Mr. Brown, and promises to show good results next year.

The Kawkareik school has been re-organized and will, it is hoped, under the present qualified teacher, Mr. DeCastro, at last prove successful.

All schools are now working under the new system and should do decidedly better.

The following are the results of the year's work in the registered aided schools:—

Schools registered under the Grant-in-aid Rules.	Full passes.					
	1889-90.	1890-91.				
		Standards.				
	Upper and Lower Primary.	Lower Primary.		Upper Primary.		Total.
		I.	II.	III.	IV.	
St. Augustine's S. P. G. school, Moulmein ...	82	28	16	17	24	85
St. Joseph's Convent, Moulmein	20	...	12	...	10	22
St. Patrick s R. C. M., Moulmein	92	48	29	18	14	109
St. Mathews' Church of England, Moulmein ...	9	6	...	4	1	11
A. B. M. Morton Lane Girls', Moulmein ...	18	7	7	10	18	42
A. B. M. Eurasian Home, Moulmein ...	8	7	6	5	4	22
A. B. M. Boys' school, Moulmein	12	13	15	9	7	44
Karen Normal school, Moulmein	...	10	9	4	4	27
Cantonment school, Moulmein	8	8	8	6	...	22
A. B. M. Karen school, Tavoy	8	...	14	...	1	15
St. Luke's S. P. G., Toungoo	23	...	15	...	14	29
R. C. M. Boys' school, Toungoo	32	38	12	31	14	95
St. Joseph's Convent, Toungoo	7	...	1	...	2	3
A. B. M. English school, Toungoo	...	...	...	...	...	...
A. B. M., Paku, Toungoo	...	...	...	...	...	...
Total ...	264	165	144	104	113	526

Registered aided schools in the Tenasserim division, with the exception of five, lost no time in taking up the new system. The four institutions which head the above list have obtained fixed grants and three of them examined their own classes for promotion of pupils. Schools tested by the Inspector under the new standards all show satisfactory results; and progress was shown also in those examined under the old rules, except in the small school attached to St. Joseph's Convent, Toungoo, which however will, I hope, do better under the new system.

B.—Indigenous Institutions.

50. During the year under report no changes were introduced in the system under which these schools have hitherto worked. It was not found possible to apply the new seven standards to the examinations of the year, as managers required time to make themselves acquainted with the new Rules and Regulations. To apply them suddenly would have caused much hardship and consequent dissatisfaction. Ample time was given to the Deputy Inspectors of Schools to make known the system and to distribute the new standards and rules, and to warn managers that they would be required to work under the new standards as soon as the results-grants inspections were over.

The examinations of 1891-92 will be conducted under the new rules. The new system of seven standards has met with the general approval of school-managers, Burmese and Karen. They readily recognize the advantage of having all their pupils examined The graduated course of studies and the better system of classification is a great help and guide to them. Besides it secures to them the examination of their pupils from the lowest stages, whereas the old system took only the 2nd, 4th, and 7th stages and took no cognizance whatever of the intermediate ones.

The Indigenous schools will, I feel sure, improve and show sounder work.

In one direction at any rate a change for the better may be looked for. Under the new system each year's class will be clearly divided, and the necessity for having a separate teacher for each class will be brought home to the manager in a way that was impossible under the system now abandoned.

Statistical Summary of Indigenous Burmese Schools for the official year ending 31st March 1891.

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions: At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance: Boys.	Girls.	Total.	AIDED INSTITUTIONS. Number of schools.	Attendance: Boys.	Girls.	Number of pupils who have passed: Middle school examination: Boys.	Middle school examination: Girls.	Upper primary examination: Boys.	Upper primary examination: Girls.	Lower primary examination: Boys.	Lower primary examination: Girls.	Direct expenditure from Public Funds: Provincial funds.	Local cess funds.	Municipal funds.	Total.	Details of amount in column 23: Results-grants.	Salary-grants.	Miscellaneous.	UNAIDED INSTITUTIONS. Number of schools.	Attendance: Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Arakan.	Akyab	Monastic	88	8	29	67	1,479	...	1,479	14	441	...	1	...	6	...	16	...	...	2,424	532	2,956	111	2,845	...	53	1,038	...	20·89
		Lay	34	2	6	30	931	299	1,230	23	798	281	...	...	24	...	63	9	...	3,779	1,896	5,675	2,015	3,601	...	7	133	18	76·67
		Total	122	10	35	97	2,410	299	2,709	37	1,239	261	1	...	30	...	79	9	...	6,203	2,428	8,631	2,126	6,505	...	60	1,171	18	38·14
	Northern Arakan.	Monastic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Kyaukpyu	Monastic	115	...	115	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay	9	3	6	6	131	26	157	3	80	14	...	...	11	...	14	...	...	1,849	313	2,162	976	1,186	...	3	51	12	50·00
		Total	124	3	121	6	131	26	157	3	80	14	...	...	11	...	14	...	...	1,849	313	2,162	976	1,186	...	3	51	12	50·00
	Sandoway	Monastic	22	...	22	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay	7	3	2	*8	311	80	391	6	254	50	...	...	10	1	39	6	...	1,003	594	1,597	584	987	26	2	57	30	75·00
		Total	29	3	24	8	311	80	391	6	254	50	...	...	10	1	39	6	...	1,003	594	1,597	584	987	26	2	57	30	75·00
Pegu.	Rangoon Town.	Monastic	23	1	6	18	410	...	410	5	160	...	...	...	10	...	14	...	...	...	1,036	1,036	76	960	...	13	250	...	27·78
		Lay	55	8	10	†53	1,614	804	2,418	46	1,532	754	...	...	47	14	161	31	...	...	10,399	10,399	3,586	6,813	...	7	82	50	86·79
		Total	78	9	16	71	2,024	804	2,828	51	1,692	754	...	...	57	14	175	31	...	...	11,435	11,435	3,662	7,773	...	20	332	50	71·83
	Hanthawaddy.	Monastic	162	12	49	125	3,368	...	3,368	2	55	...	...	...	...	...	...	...	...	...	...	...	...	...	...	133	3,313	...	1·60
		Lay	27	6	7	26	787	359	1,146	20	656	281	...	...	15	1	56	10	...	5,857	...	5,857	2,292	3,565	...	6	131	78	76·92
		Total	189	18	56	151	4,155	359	4,514	22	711	281	...	...	15	1	56	10	...	5,857	...	5,857	2,292	3,565	...	139	3,444	78	14·57
	Pegu	Monastic	153	18	59	112	2,507	...	2,507	28	866	...	...	...	16	...	22	...	...	1,522	...	1,535	93	1,452	...	64	1,641	...	25·00
		Lay	75	24	30	69	1,604	953	2,557	54	1,538	804	...	...	43	3	102	26	...	8,675	1,140	9,815	3,499	6,172	144	15	266	149	78·26
		Total	228	42	89	181	4,111	953	5,064	82	2,404	804	...	...	59	3	124	26	...	10,200	1,140	11,340	3,592	7,624	144	99	1,907	149	45·30
	Tharrawaddy.	Monastic	121	8	58	71	1,810	15	1,825	20	865	15	...	...	26	...	75	4	...	1,446	551	1,997	317	1,680	...	51	925	...	28·17
		Lay	67	31	33	65	1,603	676	2,279	56	1,494	653	...	...	42	...	150	22	...	6,219	3,915	10,134	3,833	5,711	590	9	109	23	86·15
		Total	188	39	91	136	3,413	691	4,104	76	2,379	668	...	...	68	...	225	26	...	7,665	4,466	12,131	4,150	7,391	590	60	1,034	23	55·98
	Prome	Monastic	192	48	27	213	5,088	...	5,088	11	352	...	...	...	1	...	5	...	...	...	387	387	27	360	...	202	4,736	...	5·16
		Lay	53	6	14	45	1,308	506	1,814	30	1,123	415	3	...	30	6	148	33	...	3,767	6,382	10,149	3,905	6,539	415	15	185	91	66·67
		Total	245	54	41	258	6,396	506	6,902	41	1,475	415	3	...	31	6	153	33	...	3,767	6,769	10,536	3,932	6,899	415	217	4,921	91	15·99
Irrawaddy.	Bassein	Monastic	147	24	25	146	3,253	...	3,253	5	277	...	...	...	17	...	20	...	...	1,624	645	2,269	229	2,040	...	141	2,976	...	3·42
		Lay	49	15	13	51	1,223	515	1,738	39	1,052	428	...	...	45	4	135	31	...	3,029	4,503	7,532	2,732	4,800	...	12	171	87	76·47
		Total	196	39	38	197	4,476	515	4,991	44	1,329	428	...	...	62	4	155	31	...	4,653	5,148	9,801	2,931	6,870	...	153	3,147	87	29·34
	Thôngwa	Monastic	212	43	50	205	3,823	...	3,823	28	596	...	...	...	1	...	1	...	...	65	...	65	65	...	...	177	3,227	...	13·66
		Lay	66	18	21	63	1,728	698	2,426	54	1,562	628	...	...	63	4	199	35	...	8,607	5,624	14,231	4,349	9,882	...	9	146	70	85·71
		Total	278	61	71	268	5,551	698	6,249	82	2,178	628	...	...	64	4	190	35	...	8,672	5,624	14,296	4,414	9,882	...	185	3,373	70	30·60

* Includes the American Baptist Mission Chin School, Sandoway.

† Includes Vernacular Tamil School Cantonment, Rangoon

Statistical Summary of Indigenous Burmese Schools for the Official year ending 31st March 1891—concluded.

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions: At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance: Boys.	Girls.	Total.	AIDED INSTITUTIONS. Number of schools.	Attendance: Boys.	Girls.	Number of pupils who have passed: Middle school examinations. Boys.	Girls.	Upper primary school examinations. Boys.	Girls.	Lower primary school examinations. Boys.	Girls.	Direct expenditure from public funds: Provincial funds.	Local cess funds.	Municipal funds.	Total	Details of amount in column 23. Result grants.	Salary grants.	Miscellaneous.	UNAIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.				
IRRAWADDY—*contd.*	Henzada	Monastic	133	19	17	136	3,215	48	3,263	21	759	48	...	..	18	...	36	...	.	1,185	1,352	2,537	497	2,040	...	114	2,456	...	15·56
		Lay	42	9	17	34	705	416	1,121	21	518	305	...	1	45	5	68	25	...	3,325	6,841	10,166	3,208	6,798	160	13	187	111	61·76
		Total	175	28	34	169	3,920	464	4,384	42	1,277	353	..	1	63	5	124	25	...	4,510	8,193	12,703	3,705	8,838	160	127	2,643	111	24·85
	Thayetmyo	Monastic	282	66	16	332	4,559	.	4,859	18	417	...	...	...	8	.	15	...	..	34	509	537	57	480	...	314	4,442	...	5·42
		Lay	29	6	5	30	619	387	1,006	19	523	311	...	...	17	4	72	22	...	2,185	2,893	4,578	1,000	3,578	...	11	96	76	63·33
		Total	311	72	21	362	5,478	387	5,865	37	940	311	...	..	25	4	87	22		2,219	2,802	5,115	1,057	4,058	...	325	4,538	76	10·22
	Moulmein Town.	Monastic	4	2	...	6	183	.	183	6	183	...	...	...	6	...	37	...	856	...	..	856	52	804	...	...	...	..	100·00
		Lay	13	6	...	19	799	427	1,226	18	787	422	...	...	33	12	73	24	3,335	..	...	3,335	2,092	1,243	...	1	12	5	91·74
		Total	17	8	...	25	982	427	1,409	24	970	422	...	..	39	12	110	24	4,191	...	...	4,191	2,144	2,047	...	1	12	5	91·10
	Amherst	Monastic	18	4	7	15	427	...	427	12	319	...	..	...	18		16	...	...	1,924	450	2,374	124	2,250	...	3	108	..	80·00
		Lay	16	4	1	19	655	270	925	18	622	270	...	...	16	...	62	6	...	2 112	74	2,186	735	1,391	60	1	33	.	94·74
		Total	34	8	8	34	1,082	270	1,352	30	941	270	...	..	34	...	78	6	...	4,036	524	4,560	859	3,641	60	4	141	.	86·24
	Tavoy	Monastic	20	..	19	1	56	.	56	1	56	...	...	...	9	..	2	...	...	392	...	392	22	360	...	...	...	.	100·00
		Lay	16	5	7	14	551	255	806	13	531	249	..	.	31	8	58	17	...	1,489	2,871	4,360	1,430	2,930	..	1	20	6	92·86
		Total	36	5	26	15	607	255	862	14	587	249	...	...	40	8	60	17	...	1,871	3,871	4,742	1,452	3,290	...	1	20	6	93·33
	Mergui	Monastic	4	..	3	1	21	.	21	1	21	...	...	.	2	...	3	...	...	...	...		...	...	...	...	..	...	100·00
		Lay	5	...	1	4	119	50	169	4	119	50	...	...	10	2	16	9	...	312	725	1,037	362	685	...	...	...	..	100·00
		Total	9	..	4	5	140	50	190	5	140	50	...	...	12	2	19	9	...	312	725	1,037	362	685	...	...	...	...	100·00
	Shwegyin	Monastic	153	40	32	161	3,858	..	3,858	5	204	...	...	...	7	...	12	...	...	...	523	523	43	480	..	156	3,654	...	3·11
		Lay	39	12	6	45	1,363	508	1,771	22	875	272	...	...	60	5	152	29	...	3,904	2,562	6,466	3,978	2,488	...	23	388	236	48·89
		Total	192	52	38	206	5,121	508	5,629	27	1,079	272	...	...	67	5	164	29	...	3,904	3,085	6,989	4,021	2,968	..	179	4,042	236	13·11
	Toungoo	Monastic	104	28	30	102	3,131	12	3,143	7	334	12	...	...	9	...	11	...	...	376	207	583	43	540	...	95	2,797	...	6·86
		Lay	12	4	3	13	309	124	433	8	280	95	..	..	34	3	23	9	...	791	3,020	3,811	767	3,018	26	5	29	29	61·54
		Total	116	32	33	115	3,440	136	3 576	15	614	107	...	...	43	3	34	9	...	4,167	3,227	4,394	810	3,558	26	100	2,826	29	13·04
	Salween	Monastic	...	..	...	...	...	...		...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	..	..	...
		Lay	...	...	...	...	...	..	...	...	...	...	...	..	...	...	...	...	..	...	...*	...	...	...	...	...	...	...	...
		Total	...	...	..	...	.	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.	...
	For 1890-91	Monastic	1,953	321	564	1,710	37,488	75	37,563	184	5,925	75	1	...	154	...	285	4	856	10,988	6,186	18,075	1,756	16,271	...	1,536	31,563	...	10·76
		Lay	614	162	182	594	16,360	7,353	23,613	454	14,164	6,282	3	1	576	72	1,601	344	3,335	56,903	53,252	1,13,490	40,603	71,466	1,421	140	2,096	1,071	76·43
		Total	2,567	483	746	2,304	53,748	7,428	61,176	638	20,089	6,357	4	1	730	72	1,886	348	4,191	67,886	59,438	1,31,517	42,359	87,737	1,421	1,666	33,659	1,971	27·69
	For 1889-90	.....	2,407	679	519	2,567	53,756	7,482	71,238	784	25,055	6,129	11	...	679	58	1,726	265	3,962	73,771	55,842	1,33,575	40,817	91,484	1,274	1,783	38,701	1,353	30·54
	For 1890-91	Increase	160	...	227	...	...	...	...	...	...	228	...	1	51	14	160	63	229	..	3,596	...	1,542	...	147	...	...	...	..
		Decrease	...	195	...	263	10,008	54	10,062	146	4,966	...	7	...	...	..	...	...	...	5,883	...	2,058	...	3,747	...	117	5,042	282	2·85

Statistical Summary of Indigenous Karen Schools

Division.	District.	Class of institution	SCHOOLS UNDER INSPECTION. — Number of institutions: At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance: Boys.	Girls.	Total.	Number of schools.	Attendance: Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
PEGU.	Hanthawaddy	Monastic ...	10	...	...	10	230	...	230	...	...	...
		Lay ...	38	2	...	40	827	281	1,108	22	568	183
		Total	48	2	...	50	1,056	281	1,337	22	568	183
	Pegu	Monastic ...	3	...	...	3	86	...	86	...	...	...
		Lay ...	30	1	...	31	605	276	881	17	404	204
		Total	33	1	...	34	693	276	969	17	404	204
	Tharrawaddy	Monastic ...	4	...	...	4	108	...	108	...	...	...
		Lay ...	23	2	1	24	552	168	720	16	391	138
		Total	27	2	1	28	660	168	828	16	391	138
IRRAWADDY.	Bassein	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	104	7	3	108	1,763	1,328	3,091	90	1,544	1,170
		Total	104	7	3	108	1,763	1,328	3,091	90	1,544	1,170
	Thôngwa	Monastic ...	7	...	1	6	143	...	143	...	...	...
		Lay ...	70	7	1	76	1,398	667	2,065	43	867	433
		Total	77	7	2	82	1,541	667	2,208	43	867	433
	Henzada	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	33	5	4	34	645	338	983	27	547	291
		Total	33	5	4	34	645	338	983	27	547	291
TENASSERIM.	Amherst	Monastic ...	17	6	1	22	653	...	653	15	522	...
		Lay ...	21	6	3	24	504	211	715	21	453	200
		Total	38	12	4	46	1,157	211	1,368	36	975	200
	Tavoy	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	5	3	1	7	97	62	159	3	47	35
		Total	5	3	1	7	97	62	159	3	47	35
	Mergui	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	7	5	...	12	179	112	291	7	120	68
		Total	7	5	...	12	179	112	291	7	120	68
	Shwegyin	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	7	4	...	11	310	152	462	4	171	53
		Total	7	4	...	11	310	152	462	4	171	53
	Toungoo	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	38	9	13	34	882	451	1,333	19	667	299
		Total	38	9	13	34	882	451	1,333	19	667	299
	Salween	Monastic ...	...	2	...	2	31	...	31	...	...	...
		Lay ...	2	1	1	2	17	10	27	2	17	10
		Total	2	3	1	4	48	10	58	2	17	10
	For 1890-91	Monastic ...	41	8	2	47	1,262	...	1,262	15	622	...
		Lay ...	378	52	27	403	7,779	4,056	11,835	271	5,700	3,084
		Total	419	60	29	450	9,041	4,056	13,097	286	6,318	3,084
	For 1889-90 ...	.....	379	75	35	419	8,404	3,994	12,398	262	5,856	3,019
	For 1890-91	Increase ...	40	...	...	31	637	62	699	24	462	65
		Decrease ...	..	15	6	...	...	...	...	...	...	...

Statistical Summary of Mahomedan Schools

ARAKAN.	Akyab	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	23	6	6	23	527	30	557	14	320	17
		Total	23	6	6	23	527	30	557	14	320	17
PEGU	Rangoon town	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	...	1	...	1	38	...	38	1	38	...
		Total	...	1	...	1	38	...	38	1	38	...
	For 1890-91	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	23	7	6	24	565	30	595	15	358	17
		Total	23	7	6	24	565	30	595	15	358	17
	For 1889-90 ...	.....	20	11	8	23	482	25	507	18	357	22
	For 1890-91	Increase ...	3	...	...	1	85	5	88	...	1	...
		Decrease ..	...	4	2	...	...	...	...	3	...	5

for the Official year ending 31st March 1891.

AIDED INSTITUTIONS.													UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED						DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		
Middle School examination.		*Upper Primary examination.*		*Lower Primary examination.*						*Detail of amount in column 23.*						
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial funds.	Local cess funds.	Municipal funds.	Total.	Results-grants.	Salary-grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
...	...	...	...	...	...	...	...	...	...	...	...	...	10	230	...	...
...	...	25	3	82	22	...	3,618	...	3,618	1,818	1,800	...	18	259	98	55·00
...		25	3	82	22	...	3,618	...	3,618	1,818	1,800	...	28	498	98	44·00
...	...	...	...	...	...	...	...	...	...	...	...	...	3	88	...	...
...	...	17	11	56	18	...	3,380	...	3,380	2,132	1,248	...	14	201	72	54·84
...	...	17	11	56	18	...	3,380	...	3,380	2,132	1,248	...	17	289	72	50·00
...	...	...	...	...	...	...	...	...	...	...	...	...	4	108	...	...
...	...	16	3	40	10	...	2,808	...	2,808	1,840	968	...	8	101	30	66·67
...	...	16	3	40	10	...	2,808	...	2,808	1,840	968	...	12	269	30	57·14
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	43	11	113	50	...	9,581	...	9,581	5,645	3,936	...	18	219	158	83·33
...	...	43	11	113	50	...	9,581	...	9,581	5,645	3,936	...	18	219	158	83·33
...	...	...	...	...	...	...	...	...	...	...	...	...	0	143	...	...
...	...	47	12	108	61	...	4,511	...	4,511	2,863	1,648	...	33	631	234	56·59
...	...	47	12	108	61	...	4,511	...	4,511	2,863	1,648	...	39	674	234	52·44
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	18	...	48	23	...	2,584	652	3,236	2,156	1,080	...	7	98	47	79·41
...	...	18	...	48	23	...	2,584	652	3,236	2,156	1,080	...	7	98	47	79·41
...	...	1	...	...	...	...	...	...	...	...	...	...	7	131	...	68·18
...	...	26	5	57	25	...	3,298	...	3,298	1,182	2,116	...	3	51	11	87·50
...	...	27	5	57	25	...	3,298	...	3,298	1,182	2,116	...	10	182	11	78·26
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	...	5	5	...	308	...	308	164	144	...	4	50	27	42·86
...	...	1	...	5	5	...	308	...	308	164	144	...	4	50	27	42·86
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	5	...	9	9	...	1,091	...	1,091	473	618	...	5	59	44	58·33
...	...	5	...	9	9	...	1,091	...	1,091	473	618	...	5	59	44	58·33
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2	1	17	3	...	111	367	478	406	72	...	7	139	99	36·36
...	...	2	1	17	3	...	111	367	478	406	72	...	7	139	99	36·36
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	32	7	51	17	...	815	983	1,798	1,303	495	...	15	215	152	55·88
...	...	32	7	51	17	...	815	983	1,798	1,303	495	...	15	215	152	55·88
...	...	...	...	...	...	...	...	...	...	...	...	...	2	31	...	...
...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	100·00
...	...	...	...	1	...	...	...	...	...	...	...	...	2	31	...	50·00
...	...	1	...	...	...	...	...	...	...	...	...	...	32	740	...	31·91
...	...	232	53	587	243	...	32,105	2,002	34,107	19,982	14,125	...	132	1,983	972	67·25
...	...	233	53	587	243	...	32,105	2,002	34,107	19,982	14,125	...	164	2,723	972	63·56
...	...	188	63	549	180	...	28,892	1,344	30,236	17,438	12,798	...	157	2,548	975	62·53
...	...	45	...	38	63	...	3,213	658	3,871	2,544	1,327	...	7	175	...	1·03
...	...	...	10	...	...	...	...	...	...	...	...	...	...	...	3	...

for the Official year ending 31st March 1891.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	114	6	120	120	...	...	9	207	13	60·87
...	...	...	...	...	...	...	114	6	120	120	...	...	9	207	13	60·87
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	100·00
...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3	...	...	114	6	120	120	...	...	9	207	13	62·50
...	...	..	...	3	...	...	114	6	120	120	...	...	9	207	13	62·50
...	...	..	...	...	...	...	81	5	86	86	...	...	5	125	3	78·26
...	...	...	...	3	...	...	33	1	34	34	...	...	4	82	10	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15·76

51. The following are the leading statistics for Burmese, Karen, and Mahomedan schools for the past two years. :—

Description.	1889-90.		1890-91.		Remarks.
	Schools.	Pupils.	Schoo.	Pupils.	
Burmese	2,567	71,188	2,804	61,101	
Karen	419	12,890	450	13,085	
Mahomedan	23	507	24	595	
Total ...	3,009	84,080	2,778	74,781	

52. Full passes were as follows :—

Description.	1889-90.		1890-91.		Total.	
	Upper Primary.	Lower Primary.	Upper Primary.	Lower Primary.	1889-90.	1890-91.
Burmese	737	1,991	802	2,234	2,728	3,036
Karen	251	729	286	830	980	1,116
Mahomedan	...	...	.	3	.	3
Total ...	988	2,720	1,088	3,067	3,708	4,155

53. As in last year's report, I shall here notice the special systems of aid offered by the Government for the assistance of schools, lay and monastic—

(*a*) *The Results-grants System.*—This system continues to work and promote diligent effort on the part of teachers. A feeling appears to be gaining ground that this form of aid which was withdrawn from monastic schools, should again be restored to them. The matter is receiving careful attention and will shortly be reported on.

Under the new standards full passes only will be paid for; and this will tend to secure better work in all schools.

(*b*) *The Salary-grant System.*—This system is working well and promises every year to become more popular. The applications for full and half-grants are increasing. In the case of the former the grants are being given for three years during which the manager is expected to make his school somewhat self-supporting and prepare himself for a half-grant for two years for this and for a complete withdrawal of the grant after that, so that the money may be set free for helping some other deserving manager who has had no grant. Managers are thus compelled to look forward and from the first to take steps to raise an income from fees.

A few applications have been made for half-grants and as the fee-system gains ground, more schools will come forward for this form of aid.

In 1889-90 notice was given to two of the oldest aided lay schools in Rangoon that in 1891-92 they would be paid half-grant. One school has been

broken up, however, owing to the death of the manager, and the proprietor of the other has flatly refused to take less than a full grant, though well able to do so. His grant has therefore been withdrawn, so that managers may see clearly that their schools will not be entirely and for ever supported from public funds.

In Shwegyin and Tavoy, where funds for grants are very limited, the half-grant system will probably be absolutely necessary.

In Karen schools, as remarked in the report for 1889-90, half-grants will be in demand as soon as Karen teachers are procurable in sufficient numbers.

(*c*) *Temporary Salary-grants.*—These continue to be applied for; and as the fee-system takes root, will prove a valuable method of aid.

The majority of temporary-grant schools have been tolerably successful; but in certain localities some have had difficulties to contend with in the reluctance of parents to pay tuition fees, or the hesitation of Municipal Committees to discourage comparatively worthless schools which charge no fees from unduly competing with those under qualified teachers. The rules that aid will not be given to a school unless a proper rate of fee is levied should be strictly enforced.

(*d*) *Teachers' Certificate System.*—Under the new rules this will in some respects be changed, it is hoped, with advantage. Teachers of better qualifications and in greater numbers are urgently needed. During the past year it has in some places been difficult to find men to fill vacancies. It is found that many drift away into other pursuits, where perhaps higher remuneration is obtainable or greater attractions are met with than the life of a teacher affords.

(*e*) *Karen Teachers' Certificate System.*—This system continues to meet efficiently the needs of Karen schools. Under its provisions 169 teachers were employed during the year and did good work. Candidates for examination for these certificates were 139, of whom 104 succeeded in passing.

(*f*) *Pupil-Teachers' Certificate System.*—Where funds have been regularly provided, this system has proved useful, and under the new standards additional teachers will be so greatly needed that pupil-teachers will more than ever be in demand. An extension of the system is looked for and every effort will be made to secure a proper allotment of funds for their capitation-grants.

The following figures show the particulars concerning pupil-teachers for the year 1890-91:—

Particulars.	1890-91.	
	Examined.	Passed.
Examination for Pupil Teachers' Certificates	69	44
Examination at the end of 1st year	22	17
Examination at the end of 2nd year	19	10
Examination at the end of 3rd year	...	...
Examination for Middle school passes	..	...
Obtained Teachers' Certificates	...	...
Employed on 1st April 1890	29	...
Posted out during the year	23	
On the list 31st March 1891	48	...

Burmese Indigenous Schools.

51. The following table gives the general statistics of Burmese indigenous schools:—

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	2,567	2,304	...	263
Pupils	71,133	61,176		9,957
Full passes	2,728	3,036	308	
Results-grants paid	40,817	42,359	1,542	...

As regards schools and pupils, the above figures show losses of 263 and 9,908 respectively, that are at first sight startling, and were the decreases real instead of only apparent, the matter would be serious. But the increases in full passes under both the Primary standards, which show that in the schools that most closely follow the prescribed lines of instruction steady improvement is taking place, and in the amount of grants earned which indicate a spread of general education throughout the province, give good ground for the belief that the decreases shown do not represent real losses. As a matter of fact the decreases found in schools and pupils were not unexpected.

At the beginning of the year 1890-91 it was uncertain whether it would be possible to introduce the new seven standards in the indigenous schools. It was in consequence found necessary to direct the Deputy Inspectors to somewhat delay their regular rewarding and recording inspections and these inspections were not begun until July, with the result that many localities were not visited until after the close of the Buddhist lent and some only after the rains were over and the season for agriculture and fishing had set in. By that time school work had begun to flag, attendance was decreasing, and many schools were nearly empty or had less than the dozen pupils necessary to entitle them to recognition and were consequently temporarily removed from the list together with the attendance registered in the previous full season. The loss per school is 38 pupils, which shows that the schools which escaped registration in 1890-91 were not of the same class as those removed from the list the previous year. Having in view the very serious fluctuations that a general change in the period of the recording visit may cause in the annual statistics, it may be necessary to give Deputy Inspectors discretionary power to accept after proper enquiry the rainy season attendance instead of that actually found at their visit, should it fall in the dry season. Hitherto this discretion has been withheld.

Two facts have been brought out very clearly :—

(*a*) That for the work to be done, only one inspecting officer for a district is not enough Rewarding inspections ought all to be finished before the exodus of pupils that is rendered necessary by the cultivation of the fields, by fishing, and by cattle-herding. A Deputy Inspector has to go round his district promoting and extending education and inspecting existing schools. If all this is to be done effectually and punctually, and if primary education is to extend, a larger inspecting agency is necessary. It will be absolutely necessary before long to appoint Sub-Inspectors of Schools.

(*b*) That the system of primary education is carried on without interfering in any way with the occupations of the people, and this in a large measure accounts for its popularity. The Indigenous School Rules and the rules for recognition of schools have been framed with a view to getting the most out of children, when they can be spared by their parents, and leaving them alone when they cannot.

55. In the following paragraphs full information is given as to the condition of education in the various parts of the country :—

Arakan Division.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	275	111	.	164
Pupils	5,917	3,257	...	2,660
Full passes	208	199	..	9
Results-grants paid	2,973	3,686	713	

The marked decrease in the number of registered schools this year is principally due to a large number of monastic schools having been struck off the list for being unable to fulfil the conditions of registration.

The decrease in pupils, too, besides being due to the reduction in schools, is also owing to the fact that most of the Deputy Inspectors' visits were made this year during the dry months. At such times the schools are far from full, and when the attendance was taken it was in most cases below the normal number.

The district in this division where the greatest decrease in every way has taken place is Kyaukpyu. Education would seem to be at a standstill there, if, indeed, it has not gone back. The former Deputy Inspector, Maung Tun Hla, worked his district satisfactorily, but the present Deputy Inspector Nga Mo Gri has allowed schools to go down.

All over the division it would seem as if the late disturbance in Sandoway, in which the pôngyis had played a prominent part, had affected monastic schools. This decline is also partly due to the withdrawal of results-grants from monastic schools, as well as to natural indifference of the Arakan pôngyis.

Somehow or other this division shows less interest than any other in education. The people show great unwillingness to support education; but in spite of this, lay schools have got on fairly well. The people of this division are beginning to give up supporting even their monasteries. The hopes that were entertained of the work in the division have not been realized. It is disappointing to find that the number of certificated teachers has fallen from 39 to 28. This is a good index of the desire for education.

Akyab District.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	122	97	...	25
Pupils	3,162	2,709	...	453
Full passes	138	118	...	20
Results-grants paid	1,496	2,126	630	...

The decrease in schools, as has already been stated, is entirely due to a number of monastic schools having been struck off the list. There are really not more than 50 schools in this district that can lay much claim to being registered.

The falling off in the number of pupils is accounted for to some extent by the irregularity of attendance in monastic schools. As no registers are kept in these schools, great difficulty is experienced in arriving at anything like the approximate attendance.

The only progress made in this district is confined to the town of Akyab and the township of Rathedaung.

Kyaukpyu District.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	124	6	...	118
Pupils	2,159	157	...	2,002
Full passes	36	25	...	11
Results-grants paid	911	976	65	...

The large decrease in registered schools shown in the above statement does not imply that that number has really been closed. Most of them still exist, but are now classed as private schools.

They are all with one or two exceptions monastic schools and were struck off the list for not having the required number of pupils at the time of the Deputy Inspector's rewarding visit. Last year the average number of pupils attending these schools was but seventeen, and this year, as the rewarding visits were made during the dry months when nearly all the pupils are helping their parents with the harvesting, it was hardly to be expected that the minimum of twelve pupils would be present at each of the schools.

The chief reason for this extraordinary decrease was the unfavourable time at which the tour of rewarding visits had to be made. However, that there

should be such a marked falling off does not say much for the influence of the Deputy Inspector of Schools.

Sandoway District.

Description	1889 90.	1890 91.	Increase.	Decrease.
Schools	29	8		21
Pupils	596	391	...	205
Full passes	34	56	22	
Results-grants paid	566	584	18	

The remark made about the decrease in schools in the Kyaukpyu district is also applicable here. However, the rise in full passes is satisfactory. This is due to the good results obtained by the American Baptist Mission Chin school and Maung Kade's lay school. Both these schools are in the town of Sandoway itself. The American Baptist Mission Chin school, which has up till now been drawing a fixed grant, will be next year registered under the Grant-in-aid Rules.

Progress still continues slow in this district. The villagers show little desire to have their children educated, and apparently the Deputy Inspector has very little influence with them.

More energy on his part is required if this district is to improve at all. I trust that the Sub-Inspector of Schools who will be appointed from the 1st April will work up the district.

Hill Tracts.

The only school in this district is the small Government Primary one at Paletwa. In future it will come under the head of Indigenous schools, as English is no longer one of the subjects taught in it.

Progress as is to be expected in this district is very slow, for the inhabitants of the country round about are too ignorant to care much about education.

Pegu Division.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	928	797	..	131
Pupils	28,330	23,412		4,918
Full passes	878	1,113	235	
Results-grants paid	17,261	16,928		333

Despite the falling off in schools and pupils (7) the reasons for which have already been mentioned, the figures for this division are satisfactory. The increase of certificated managers from 5 to 18 is a good sign, showing that teaching is more and more becoming a profession.

Full passes have rises from 878 to 1,113, that is, by 235, and results-grants earned from Rs. 21,882-2-6 to Rs. 24,190-0-8.

Rangoon Town.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	78	71	...	7
Pupils	3,091	2,828		263
Full passes	158	277	119	...
Results-grants paid	4,793	3,662		1,131

Of this circle Maung Tun Hla (ii) had charge for 318 days until his removal on deputation to Upper Burma, when his place was taken by Maung Po Win, from the office of the Inspector of Schools.

Good work has been done during the year, the loss in schools and pupils being much more than balanced by the increase of full passes, and the improved efficiency indicated by the greater results-grants earned. The three certificated teachers on temporary salary appear to be gaining a firm footing, while two others have followed their example and opened schools of their own. The fee-system is gradually spreading and in some localities the people are evincing greater interest in the schools.

In Lamadaw, Kemmendine, Alôn, and Yegyaw quarters extensive fires have seriously checked work, five schools having been burnt. The Deputy Inspector lost his house and all his property, together with his office records; some schools in consequence were examined a second time.

Instruction is, as a rule, still carried to the Upper Primary stage only, but it is hoped that under the new standards (7) pupils will remain longer in Vernacular schools.

HANTHAWADDY DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	189	151	...	38
Pupils	5,619	4,514	...	1,105
Full passes	101	82	...	19
Results-grants paid	2,381	2,292	...	89

This district shows no improvement but rather the reverse, though some of the falling off shown by the above figures is doubtless in part attributable to the recording tour of the Deputy Inspector having been begun later than usual.

The Deputy Inspector mentions that the burning of Twante village in 1889-90, the largest centre of education in the district, and sickness in that and other localities, have combined to check work; but that he looks for improvement in 1891-92 under the new seven standards. This district needs to be more energetically worked by the Deputy Inspector, and it would almost seem as if a change of Deputy Inspector would do good.

The fee-system is making but slow progress even in the advanced centres, only the small minority thinking that instruction should be paid for.

PEGU DISTRICT.

Description.	1889-90.	1890 91.	Increase.	Decrease.
Schools	228	181	...	47
Pupils	7,063	5,064	...	1,999
Full passes	193	212	19	...
Results-grants paid	8,669	8,592	...	77

In this district a large decrease of schools has taken place with a corresponding loss of pupils. This falling off is scarcely real, as it arises from the statistics in some localities having been taken later than usual when schools were not full.

Still some progress is being made, results-grants showing a satisfactory rise, while the increase in full passes indicates improvement in the better schools.

In Pegu Town the fee-system is making way, and certificated teachers appear inclined to open schools, could they count on a little encouragement. A promising little school, chiefly for girls, has been opened under the superintendence of the American Baptist Mission.

In the district the three schools under certificated managers at Kawa, Pagandaung, and Kyauktan appear to be making some progress, though they are not so well supported by the villagers as they should be. At Pauktaw (Payagale) and Zibin (Kawa) efforts have, the Deputy Inspector says, been made to promote schools by Maung Gyaw Kaung and U Gyaw, elders of these places.

THARRAWADDY DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	188	136		52
Pupils	5,576	4,104		1,472
Full passes	268	319	51	...
Results-grants paid	3,415	4,150	735	...

For more than half the year this circle was under the care of Maung Po Kya, who in November was transferred to a less onerous charge, and was succeeded by Maung Pru, an officer of better qualifications. Maung Po Kya did not spend a proper proportion of his time on tour, and moreover left his office in such a state that Maung Pru was hindered in his work and could not make his tours so far reaching as desirable. The visit of inspection only numbered 355 against 794 last year.

As Maung Pru was unable to visit certain townships himself or to find in the office any notes concerning them, he was obliged to rely upon the bare figures contained in the inspection lists for information relating to their educational condition. The weeding out of worthless schools has been continued. Many will, no doubt, be brought on the list again under the new rules.

The loss of pupils is apparently serious; but in part undoubtedly arises from the recording inspection having been carried on late in the year, when attendance was falling off. The figures for the district are not, however, unsatisfactory. They indicate progress in schools where real work is being carried on, full passes having increased, while the large increase in grants earned points to a spread of education.

The Municipal towns continue to be centres of activity, while in Nattalin, Sitkwin, and Ôkpo schools are also maintained.

Teachers are meeting with better support in the form of fees and more encouragement is offered to qualified men to take to teaching. There are already three certificated managers carrying on schools of their own, only one of whom enjoys temporary salary.

PROME DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease
Schools	245	258	13	..
Pupils	6,981	6,902	...	79
Full passes	158	223	65	...
Results-grants paid	3,003	3,232	229	...

Under Maung Po Maung's careful supervision, work in this district again shows improvement, which is most marked in Prome town, where schools, pupils, passes, and earnings all show good increases. Paungdè town too shows progress, but in Shwedaung there is a falling off, which, as steps have been taken to put vernacular education on a better footing, may be expected to prove only temporary.

Outside Municipal limits in the district generally progress is recorded.

New schools are springing up and the fee-system is gaining ground.

Irrawaddy Division.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	960	996	36	...
Pupils	22,730	21,489		1,241
Full passes	895	900	5	
Results-grants paid	12,091	12,107	16	...

The two districts, Bassein and Thayetmyo, show increases under every head, but in Thôngwa and Henzada there have been decreases. However, for the whole division fair progress has been made this year. The only decrease is under the head of pupils. This is entirely due to the time at which many of the rewarding inspections that the attendances are taken. Next year there will not be this difficulty to contend with, and a decided rise in the number of pupils throughout the division may be expected.

More certificated teachers are required for this division, as there is ample field for their employment.

Bassein District.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	196	197	1	...
Pupils	4,779	4,991	212	...
Full passes	202	252	50	...
Results-grants paid	2,857	2,931	74	...

The increase in pupils and full passes shows that steady progress is being made in this district. The schools have not risen in the same proportion.

Were more money available in this district, so that a large number of certificated teachers might be employed, much better results would be forthcoming. The people show an earnest desire to get their children educated, and all that is really wanted is a supply of good teachers.

Thôngwa District.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	278	268	...	10
Pupils	7,356	6,249	...	1,107
Full passes	352	293	...	59
Results-grants paid	5,035	4,414	...	621

There is a decrease in this district under every head. The falling off in schools though does not call for serious consideration. There is an increase in the number of lay schools, so that the decrease is solely confined to monastic schools.

The reasons already given for the decrease in pupils in other districts hold good here also. The village schools, as a rule, are nearly empty during the dry months, while in the rains they are often full to overflowing. In the towns, however, there is not this great fluctuation and the attendance is there more regular. It was the unfortunate circumstance of this year that many of the rewarding inspections were made and attendance taken when the schools were almost empty. This is the principal cause of the decreases.

The fee-system is slowly but surely being introduced. In the towns it is now pretty nearly universal, but in the villages great difficulty is yet experienced in enforcing it.

Henzada District.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	175	169	...	6
Pupils	4,887	4,384	...	503
Full passes	265	217	..	48
Results-grants paid	8,266	8,705	439	...

From the above figures it would seem that the outlook for indigenous education was anything but bright. This, however, is not so, and the falling

off, owing to temporary causes, is not very serious nor likely to continue. Next year much better results may be looked for, as the schools will be examined at the time of year when they are fullest.

The decreases in the results-grants earned and full passes call for notice. They are owing, according to the Deputy Inspector's report, to the unsatisfactory state in which most of the monastic schools were found this year. Also the figures of Maung Pauk's lay school, Zalun, Ma Pu's, Kyangin, and the schools generally in the township of Ôkpo, are accountable to some extent for these losses. Otherwise, the district has made fair progress.

THAYETMYO DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	311	362	51	...
Pupils	5,708	5,865	157	...
Full passes	76	138	62	...
Results-grants paid	933	1,057	124	...

As shown by the above figures this district is still making good progress. The most pleasing feature is the large increase in full passes and results-grants earned. This increase is chiefly due to the Minhla and Sinbaungwè townships, where good work is being done. In Myedc there has been a large increase in schools, but the number of pupils has fallen off. The schools in this township are chiefly monastic, so that the decrease is not to be wondered at, for attendance at these schools is often very irregular and the average number of pupils difficult to arrive at. As the village elders and people generally in this district are greatly in favour of education, still further progress may be expected next year.

Tenasserim Division.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	404	400	...	4
Pupils	14,147	13,018	...	1,129
Full passes	747	824	77	...
Results-grants paid	8,492	9,638	1,146	...

In all districts of this division, except Shwegyin, the figures for the year are fairly satisfactory. For reasons alredy stated decreases of schools and pupils have been recorded, but the general rise of full passes and earnings indicates that education throughout the division has in no way retrograded.

MOULMEIN TOWN.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	17	25	8	...
Pupils	1,054	1,409	355	...
Full passes	86	185	99	...
Results-grants paid	1,922	2,144	222	...

On the 24th June 1890 this circle was separated from Amherst district and placed under the charge of Maung Pru who, however, in November was called on to exchange places with Maung Po Kya from Tharrawaddy, whom it was necessary to remove to a less responsible charge. It is too early to form a definite opinion of his work in Moulmein, and it is possible that the very large increases shown in full passes and grants earned do not entirely arise from actual increased efficiency of the school. It may, however, be assumed that fair pro-

gress has been made since. Eleven qualified teachers have been working against 7 in the previous year, and the attendance of pupils was larger by nearly 38 per cent.

AMHERST DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	84	84	...	...
Pupils	1,802	1,852	50	...
Full passes	114	118	4	...
Results-grants paid	992	859	...	133

Since the end of June this district has received the undivided attention of the Deputy Inspector who, however, has not increased the number of his inspections and offers no reason as to why this is the case.

The number of schools shows no change, but progress in the better schools is indicated by the slightly larger number of full passes.

In Thatôn Town the independent school of Maung Po Maung is steadily improving and bids fair to be a success.

In the district more trained teachers are needed, but cannot, owing to lack of funds, be employed.

TAVOY DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	36	15	...	21
Pupils	1,147	862	...	285
Full passes	97	125	28	...
Results-grants paid	908	1,452	544	...

This circle for about three months was under the care of Maung Po San (now in Upper Burma), and for the remaining nine months under Maung Tun On transferred from the Pegu Municipal school.

Schools have decreased in number, several having been taken off the list as being at present unworthy of the name. In the remainder good work has been done, full passes showing a good increase. Though earnings have decreased there is probably no falling off in the general efficiency of the schools, as many pupils were not presented at all for examination, being unprepared to pass fully.

Tavoy Town continues the centre of education, but might show much better results. The leading school-managers are anxious to improve their schools and are quite ready to promote the fee-system. In September they agreed together to raise their fee rates from the 1st April 1891, but have not been able to carry out their intention, as they are not backed up by the Committee, who continue to pay grants to lay schools that charge no fees. This calls for attention and a general order on the subject is necessary for the guidance of all Municipal and Town Committees. I referred to this in paragraph 56 of last year's report.

The unwillingness on the part of the people alike in town and district to pay anything for the secular instruction they are glad to take if made free, needs to be firmly dealt with. As the Deputy Inspector states that there are severval qualified teachers anxious to open schools in the Tavoy circle, but afraid to try the experiment as they have no hope of being supported by the people.

It is difficult to see what can be done, for in 1891-92 the municipal allotment will be decreased. The Committee will have no alternative but to decline aid to schools which will not charge fees, and probably will be able to pay only half salary-grants in future, when the people will have to find the other half or go without qualified teachers.

MERGUI DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	9	5	...	4
Pupils	236	190	...	46
Full passes	38	42	4	...
Results-grants paid	472	352	...	120

In Mergui town lay schools are improving and gained more full passes and earned over 50 per cent. more in result-grants than in 1889-90. They have, however, only been paid about half what they earned, the Committee having been unable to provide funds sufficient to meet the demand, and the managers are very discouraged. The fee-system and the Inter-schools Rules have been introduced and are working well.

In the Mergui district little is doing. A school carried on for three or four years in the Central township has been closed, the teacher having joined another in Mergui.

At Palaw the school of U Mè is still carried on, but hardly justifies the cost of the certificated assistant teacher. The earnings were Rs. 42 only.

In Tenasserim township there is no school at all worthy of the name.

It is to be hoped that Sub-Deputy Inspector Maung Po Gywè, who will take charge of the district during 1891-92, will be able to bring about a more healthy state of affairs in his circle.

SHWEGYIN DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	192	206	14	...
Pupils	7,325	5,629	...	1,696
Full passes	323	265	...	58
Results-grants paid	8,292	4,021	729	...

With 14 schools more on the list than the previous year the Deputy Inspector shows a decrease of 1,696 pupils.

The loss is greatest in Pyuntaza township, though all the other townships and Shwegyin town contribute to the decrease. In Kyeikto town alone is there any increase.

The general falling off is probably only apparent, arising in consequence of the Deputy Inspector's tour having been begun later than usual and owing to delays caused by the change of officers.

Maung Tu, who is at present in charge, has worked with diligence, and under his care the district will, it is hoped, show solid progress in the future, though the figures for the present year rather indicate the reverse. The Inspector saw more of the district than usual this year and feels sure that there is no real retrogression, but that the desire for education is spreading and becoming more keen. This is shown by the fact that new lay schools are springing up in various directions, carried on by men of better qualifications than formerly, who hope to live by their schools.

The number of schools has risen owing to transfers from the private to the public list. The decrease in pupils arises from the statistics having been taken later in the year than usual, when numbers of children had left the schools for work in the fields. Earnings have decreased owing to the closing of schools, lay as well as monastic. The loss is chiefly in Shwegyin town, where work has been thrown back owing to the paucity of funds available for vernacular education, such a large sum being taken for the Anglo-Vernacular school. Only two certificated assistant teachers are employed, where there were formerly six, and it will be necessary to re-distribute the education allotment.

The people are, however, coming forward more readily in support of the lay teachers and the fee-system is making way.

In Kyeikto town the school conducted by a certificated manager with a certificated assistant teacher is doing well.

In Bilin there are two promising schools carried on by fairly qualified men. In the district generally work seems to be going on much as usual with signs in some places of a disposition to back up certificated managers on temporary salary.

TOUNGOO DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	116	115	...	1
Pupils	3,088	3,576	498	...
Full passes	89	89	...	...
Results-grants paid	906	810	...	96

This circle shows improvement in the attendance of pupils and grants earned. Full passes show no change. Work is carried on as usual with the greatest activity in the town of Toungoo, where the best schools are those of U Kalasaya and Saya Gywet. In the district that of U Sanda at Wadi has done well and become popular, and at Yedashe Maung Po Lat has a little school of some promise.

SPECIAL CLASSES.

56. *General Statistics of Mahomedan and Karen Schools.*

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	442	474	32	...
Pupils	12,897	13,680	783	...
Full passes	980	1,119	139	...
Results-grants paid	17,524	20,102	2,578	...

In the above statement the figures relate almost wholly to Karens who are found only in the Pegu, Irrawaddy, and Tenasserim divisions. Full details regarding them are found in subsequent paragraphs of this report.

The Mahomedans belong to the Akyab district of the Arakan division, where alone are found schools fulfilling the conditions of registration. In other parts of the country there are a few (so-called) schools, but they belong to the private list and information concerning them will be found in Section IX of this report.

A few Chins are under instruction under Mission superintendence in the Sandoway and Henzada districts. Special information regarding the above three races will be found in Section VIII.

Arakan Division.

The only races in this division for whom any special provision is made are the Mahomedans and Chins. For the former education is chiefly carried on in Akyab and for the latter in Sandoway.

The Mahomedans still continue to show little or no progress, and it is yet too early to say what the Chins can do. The latter are very backward, but an effort is being made by the American Baptist Mission in Sandoway to introduce education among them, and apparently with fair success.

A little is also being done towards teaching the Qwèmis and Chaungthas in the small Government Primary school at Paletwa. As these tribes are not yet civilized enough to value education, progress is very slow.

Mahomedans.

AKYAB DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	23	23	...	...
Pupils	507	557	50	...
Full passes	...	...	...	...
Results-grants paid	86	120	34	...

Though no change has taken place in the number of schools yet there is a steady increase of pupils. This is satisfactory so far as it goes, but of real progress there is little. The want of proper and efficient teachers is still the great drawback and, until this want is supplied, much cannot be expected. The main hope now lies in the Mahomedan students studying in the Akyab Normal school. When they qualify and become teachers, fair progress may be anticipated, but as for the people themselves, they are indifferent, and the Maulvis are too fond of changing their abodes to do any permanent good.

RANGOON TOWN.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	...	1	1	..
Pupils		38	38	
Full passes	..	3	3	...
Results-grants paid	...	...	...	...

One school has been brought on the list, namely, the Madrasa-i-Islamia. Though treated as an Indigenous school, English is taught, two Anglo-Vernacular teachers being maintained. There are also two vernacular teachers for Urdu, Persian, and Arabic and a teacher of Burmese in addition.

Fees are collected at Re. 1 for Anglo-Vernacular, Rs. 0-8-0 for Vernacular instruction. The School may be expected to improve. The managers hope to obtain recognition at an early date as an Anglo-Vernacular school and to register under the Grant-in-aid Rules.

SANDOWAY DISTRICT.

In the town of Sandoway the Mission School for Chins is making fair progress. Its numbers are still small, but there is every prospect of increase, and as the school staff has lately been enlarged, good results may be expected.

As the Chins all come from the outlying districts and are unable to attend school for more than six months in the year owing to their being required to assist their parents during the harvest time, rapid progress is impossible. The want of indigenous schools, however (for none have yet been opened), is really the chief cause of the backwardness of this tribe.

It is probable that some of the Chins now being educated will later on start schools in their own villages. Till then but a very small number of this people can have any chance of acquiring even the merest rudiments of learning, though, it is believed, that some of the more advanced pupils in the Mission school do a little teaching during the rainy months in their own villages.

Pegu, Irrawaddy, and Tenasserim Divisions.

General Statistics of Karen Schools.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	419	450	31	...
Pupils	12,390	13,085	695	...
Full passes	980	1,116	136	...
Results-grants paid	17,488	19,982	2,544	...

The foregoing statistics showing the condition of education among the tribes of this race are in every way satisfactory. It is not necessary to repeat what was said in last year's report. The methods under which aid is given remain the same, and the eagerness to take advantage of them is as keen as before.

Good progress has been made during the year in nearly all localities, and where there has been any check it has been slight and is expected to prove only temporary. Under the new system of seven standards the schools may be expected to improve still more rapidly than before.

Pegu Division.

General Statistics of Karen Schools.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	108	112	4	...
Pupils	3,216	3,144	...	72
Full passes	287	303	16	...
Results-grants paid	5,103	5,790	687	...

This division has had its schools diligently looked after by Maung Lu, who considers the state of education satisfactory.

There has been a slight falling off in the grants earned in the Pegu and Tharrawaddy districts.

Hanthawaddy shows an increase.

Full passes have increased, the gain of 44 in Hanthawaddy more than balancing losses of 20 and 8 in Pegu and Tharrawaddy.

High floods, malarial fever, and requirements of agriculture have all united to render work difficult, and the Deputy Inspector considers that the schools are deserving of praise for what has been accomplished.

He notes, as a pleasing feature, that the Pwo-Karens and non-Christian Sgau-Karens are showing greater interest in school work than in past years.

In 1891-92 Maung Lu will be able to give his undivided attention to the Pegu circle as he will be relieved of the charge of the Thôngwa district.

Hanthawaddy District.

General Statistics of Karen Schools.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	48	50	2	...
Pupils	1,320	1,347	27	...
Full passes	88	132	44	...
Results-grants paid	2,067	1,818	...	249

Good progress has been made in this district despite hindrances arising from floods in the Hmawbi and Hlaing townships. In Kungyankôn township, where the people belong largely to the Pwo-Karen tribe, the interest taken in education is very pleasing.

Pegu District.

General Statistics of Karen Schools.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	33	34	1	...
Pupils	1,015	969	...	46
Full passes	122	102	...	20
Results-grants paid	1,763	2,132	369	...

Karen schools are found in three townships of this district. Fever and smallpox and cattle-disease in various localities led to a decreased attendance of pupils, and as the children kept away from school to assist their parents in home and field-work, the falling off in full passes and grants earned is in no way surprising. Steady work, however, is being done and the check met with this year is expected to be only temporary.

Tharrawaddy District.

General Statistics of Karen Schools.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	27	28	1	.
Pupils	881	828	...	53
Full passes	77	69	.	8
Results-grants paid	1,273	1,840	567	

Work in this district is carried on in connection with two branches of the American Baptist Mission, one of which looks after that part of the district north of Thônzè and the other the remainder. The pupils are said to be anxious to learn, and education is spreading to the heathen Karens and this is a satisfactory feature.

Floods and cattle-disease have kept pupils away from school and caused small decreases in attendance, passes, and earnings, but in no great degree.

Irrawaddy Division.

General Statistics of Karen Schools.

Description	1889-90.	1890-91.	Increase.	Decrease.
Schools	214	224	10	...
Pupils	6,202	6,282	80	
Full passes	508	534	26	...
Results-grants paid ...	9,449	10,664	1,215	..

Steady progress is being made among the Karen schools in this division, as the increases under every head show.

The districts of Bassein, Henzada, and Thayetmyo being too extensive for one Deputy Inspector, a new Deputy Inspector, Maung Ni, will from the 1st April be put in charge of the Bassein district. Maung Pa, who at present has charge of Bassein, Henzada, and Thayetmyo, will from that date be put in charge of Henzada, Thôngwa, and Thayetmyo.

This arrangement will allow of the schools being more frequently visited and good progress in consequence may be expected.

Thôngwa District.

General Statistics of Karen Schools.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	77	82	5	...
Pupils	2,057	2,208	151	...
Full passes	194	228	34	...
Results-grants paid	2,553	2,863	310	...

This district has made fair progress during the year, there being an increase in the number of schools, pupils, and full passes. The Karens of this district seem to be fully alive to the benefits to be gained from education, and there is every prospect of a still further increase next year.

The townships that made most progress during the year are those of Pyapôn and Thôngwa. Those of Donabyu and Yandoon must bestir themselves a little more if they wish to keep on a level with the other townships of the district.

Bassein District.

General Statistics of Karen Schools.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	104	108	4	..
Pupils	3,206	3,091	...	115
Full passes	212	217	5	...
Results-grants paid	5,058	5,645	587	...

In this district every Karen village of any size has its school, which is supported by private constributions, for the fee-system is not yet in vogue. Most of the villages are Christians, there being but two heathen, and these have no schools.

Great attention in these Karen schools is paid to the study of English, for the simple reason that most of the teachers know something of that language and, of course, must needs teach it. Thus, at the same time, the Karen youth begins to learn Burmese and English. This is almost too much for him, but a smattering of the latter is considered a great gain.

The Karens of this district take great interest in education and were more experienced teachers available, better results would be shown.

Henzada District.

General Statistics of Karen Schools.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	33	34	1	...
Pupils	941	983	42	
Full passes	102	89	...	13
Results-grants paid ... ... '	1,838	2,156	318	...

Progress still continues to be made among the Karens of this district, though as yet slowly. It is gratifying, however, to find that the heathen Karens are now beginning to take more interest in education and are thus trying to imitate their more enlightened Christian brethren.

The future at present, if not bright, is at least promising, and a still further advance may be looked for next year.

The decrease in full passes is owing to the Mission school in the town of Henzada being transferred from the Indigenous to the Grant-in-aid. This also accounts for the reduction in results-grants earned.

Thayetmyo District.

There are no Karen schools at present in Thayetmyo.

Tenasserim Division.

General Statistics of Karen Schools.

Description.	1889-90	1890-91.	Increase.	Decrease.
Schools	97	114	17	..
Pupils	2,978	3,671	693	...
Full passes	185	279	94	...
Results-grants paid	2,886	3,528	642	...

Throughout this division work among the Karens again shows progress under almost every head, the only decrease being four schools in Toungoo, two certificated assistant teachers in Amherst, and Rs. 2-8-0 in earnings in Shwegyin.

From every part of the division come demands for teachers, and additional assistance from public funds, for grants, for results and teachers' salaries.

Amherst, Tavoy, and Mergui and Salween districts moreover need closer attention than one Deputy Inspector can give. He should have at least one Sub-Deputy Inspector to assist him, and two would not be too many. Credit is due to Maung Nyan Kyai for the diligence he displays in his heavy charge.

Shwegyin and Toungoo districts also show progress, the former in schools and pupils, the latter in full passes and results-grants. In this circle too a Sub-Deputy Inspector is necessary.

Amherst District.

General Statistics of Karen Schools.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	38	46	8	...
Pupils	1,152	1,368	216	...
Full passes	77	114	37	...
Results-grants paid	1,065	1,182	117	

This district shows steady progress to which all townships have more or less contributed. Martaban and Pagat townships, where the people are mostly Buddhist, continue to be backward localities, the pôngyis being opposed to secular education. The fee-system is spreading but slowly, as a rule, though in the Gaing Salween township it has been introduced with some success.

The Deputy Inspector reports that there are many places which offer good openings for schools, but that no teachers are forthcoming, a want that it is hoped will in time be met.

It may be noted that 17 Karen certificated teachers were employed against 10 in 1889-90.

Tavoy District.

General Statistics of Karen Schools.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	5	7	2	...
Pupils	120	159	39	...
Full passes	5	11	6	...
Results-grants paid	59	164	105	...

The condition of this district shows little change. Most progress has been made in the Northern township, where full passes have risen from 5 to 11, a certificated assistant teacher having been employed. In no other locality have the primary standards been fully reached.

In the Central and South-eastern townships, were teachers available, schools might be opened as there appears some desire for instruction.

Mergui District.

General Statistics of Karen Schools.

Description.	1889-90	1890-91.	Increase.	Decrease.
Schools	7	12	5	...
Pupils	192	291	99	...
Full passes	21	23	2	...
Results-grants paid	174	473	299	...

This district shows some improvement, but results must always be small. Palaw township has 9 of the 12 schools and they are slowly progressing, fees are being collected, and more could be done were a larger number of teachers available.

In Tenasserim township there are only two schools, but more are desired.

Lemya township has but one school, and the Deputy Inspector states that the population being Shan-Malay, there is no opening for another.

For the district generally the Deputy Inspector asks more funds.

Shwegyin District.

General Statistics of Karen Schools.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	7	11	4	...
Pupils	219	462	243	...
Full passes	22	23	1	...
Results-grants paid	83	406	323	...

In this district there is an increase of four schools, and pupils attending have more than doubled in number. The Mission school in Shwegyin, conducted by Christian Elders, Samuel and Tawka, is doing good work.

For the board of pupils the villages in connection with it contribute about Rs. 1,400 per annum. The cost of teachers is met partly by the local Association and partly by contributions from America.

Only passed pupils (Lower Primary presumably) are taken in and they are subject to a penalty for quitting without leave. Under these conditions the school should do well.

In the district some slight increase in activity is discernible, the figures for schools, pupils, and full passes having risen.

Toungoo District.

General Statistics of Karen Schools.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	38	34	...	4
Pupils	1,270	1,333	63	..
Full passes	60	107	47	...
Results-grants paid	1,505	1,303	..	202

The above figures are satisfactory, being indicative of good work and steady progress.

As before the schools within Toungoo Town show the greatest strength. They are doing much good in training teachers, male and female, for work in the district. That of the Paku American Baptist Mission becomes in future a District school, in consequence of the Municipal limits having been contracted.

In the district, generally, all townships show improvement in spite of the discouragement the teachers meet with in the short payment of grants (more than a third was deducted in the year under report) and inadequate provision for Karen Teachers' salary-grants.

Some assistance to this district has been provided for in 1891-92 from provincial funds.

Salween Hill Tracts.

General Statistics of Karen Schools.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	2	4	2	...
Pupils	25	58	33	...
Full passes	...	1	1	...
Results-grants paid	...	.	...	

It is satisfactory to find that in this most backward locality both schools and pupils have doubled during the year. The lay school of Maung Pala Paw at Papun, the Deputy Inspector thinks, is now firmly established and in a promising condition. He states, moreover, that as some of the Karens of the Salween Hill Tracts are now sending their children to lower districts, presumably Moulmein, for instruction, it may be expected that some will on their return home take up teaching.

SECTION VI.

Special Instruction.

57. Under this head are embraced the two following classes of schools :—
(*a* schools for training teachers, and
(*b*) schools for professional and technical instruction.

58. The statement below gives the leading statistics for the past two years :—

Class of institution.	1889-90.		1890-91.	
	Schools.	Pupils.	Schools.	Pupils.
Training schools for masters . ..	2	38	2	51
Training schools for mistresses	2	36	2	30
School of Arts	...	...	...	.
Law schools	...	...	...	...
Engineering and Survey schools . .	12	371	14	391
Industrial schools	1	27	1	51
Other schools	..	...	1	45
Total .	17	472	20	568

No change has taken place in the number of training schools for teachers, there being two, one in Akyab and one in Moulmein. The normal classes for mistresses also remain the same as before. For the first time in the history of Education in Burma a Kindergarten scheme has been at work.

59. (*a*) Training Schools for teachers.—The following are the figures for the past two years :—

Name of school.	1889-90.		1890-91.	
	Schools.	Pupils.	Schools.	Pupils.
Normal school, Akyab	1	25	1	32
Normal school, Moulmein	1	13	1	19
Female normal class, Rangoon	1	26	1	20
Female normal class, Moulmein . .	1	10	1	10

All four schools have done good work during the year and produced fairly good results.

The passes gained were as follows. They were all Vernacular, the Anglo-Vernacular branch of the Moulmein Normal school having been opened only last year.

Name of school.	1889-90.	1890-91.
Akyab Normal school	5	8
Moulmein Normal school	*Nil*	4
Rangoon Female Normal school .	1	5
Moulmein Female Normal school	1	5

The Akyab Normal school under the careful management of Mr. Simon continues to do well. The Mahomedan portion is still a little backward, none of the students having passed the last examination. A master was appointed during the year to teach Urdu and Bengali, and he will, I hope, succeed in turning out teachers each year. They are much needed in the district. His chief difficulty lies in the backward state of the students, when they first come under his hands and the fact that most of them are rather above the average age for such students, adds to the difficulty of his task. Till we have a set of trained teachers, Mahomedan education in Arakan will be in a backward state.

The Moulmein Normal school has somewhat improved, the number of students having risen from 13 to 19, and the passes for teachers' certificates being four against none in the previous yaer. The institution has recently been amalgamated with the Moulmein High school and placed under a trained Principal sent out by the Secretary of State for India, and it will, I trust, be successful in all its branches.

The Normal class for mistresses carried on in connection with the A. B. M. Girls' school, Kemmendine, has to some extent suffered from many changes in management. The number of students has fallen from 26 to 20; but passes have risen from 1 to 5, a result creditable to Maung Tôk Pyo, who is responsible largely for the actual teaching.

The classes connected with the Morton Lane Girls' school, Moulmein, continue small in size; but under Miss Whitehead's supervision it is admirably managed and does good work. Maung Weik, the teacher, deserves credit for the fact that five students gained certificates at the last examination.

60. (*b*).—Schools for Professional and Technical Instruction.

Kindergarten Classes.

For the first time a Kindergarten class has been at work in the province. There is a large and well attended class in the American Methodist Episcopal school in Rangoon. Provision has been made in the new standards for Kindergarten studies, and I hope that schools will take advantage of it.

Industrial and Technical Schools.

The Technical standards have not during the year been taken up to any large extent. St. Peter's Institute at Bassein under Father D'Cruz is still the only purely Technical school. A few schools have taken up a subject here and a a subject there, but nothing in a systematic way. It is propable that the Technical school started on a small scale at Akyab by Mr. Simeon may be taken up and developed by the Roman Catholic Mission there. Managers of European and Eurasian schools and of Orphanages should consider this question of introducing technical training. Needle-work, tailoring, domestic economy, training in domestic work, elements of commercial education, carpentering, and other such subjects might with advantage be introduced into the schools for European and Eurasian children and into orphanages.

Saint Peter's Institute at Bassein has greatly improved. It was inspected and examined for results-grants by a Board of Examiners and did well. The

new workshop and new plant I referred to in last year's report have been provided and Father D'Cruz is now assisted in his work by Mr. Boog, a qualified manager. Mechanical engineering and machine-drawing, moulding, blacksmith's work, carpentry, tinsmith's work, printing and book-binding are taught.

Medical and Engineering.

The 25 Medical and Engineering scholars were distributed as below:

Seebpore Engineering College	4
Calcutta Medical College	5
Madras Auxiliary Medical School	11
Attending hospitals in the province for the pre-Collegiate course	5
Total ...	25

Of the five medical students four are women. Miss Adams, who was granted a medical scholarship, resigned it, as she was going to England. All four of the women to whom scholarships were given have been well reported on. Two of them especially, Miss Brooking and Miss Forbes, passed their final examination so creditably, that on the recommendation of the Principal of the Medical College, Calcutta, their scholarships have been granted to them for one year longer to enable them to go through a practical course of hospital training. One Engineering and three Hospital Assistant scholars passed out during the year and have obtained appointments in the province.

Abdul Rahaman, Engineering scholar, has been granted an extension of his scholarship at the Seebpore Engineering College. He passed the Lower Engineering examination of the Calcutta University in August 1890.

Pe Maung and Kyaw Tun were promoted to the 3rd and 2nd year classes respectively, thus showing that they had worked well during the year.

The Dufferin Maternity Hospital presented 12 candidates during the year for Certificates in Midwifery: 10 passed, and two were referred to their studies for a period of four months. Of eight candidates for sick-nursing, five passed, one was referred for four months, and two failed.

The examiners were highly pleased with the practical training which the pupils had received.

Twelve pupils who have passed out, have settled down in the following towns: Mandalay, Salin, Henzada, Shwegyin, and Mergui, these places having been hitherto unprovided with trained nurses, and are doing good work and gaining the confidence of the people. The grant of Rs. 8,000 yearly is being continued to the Institution.

SECTION VII.

Female Education.

61. The following are the leading figures in connection with female education:—

Class of school.	1889-90.		1890-91.	
	Schools.	Pupils.	Schools.	Pupils.
Under public management—				
Maintained by the department	2	36	2	30
Maintained by Municipal Boards	2	155	2	114
Under private management—				
Aided by the Grant-in-aid Rules of 1887...	14	979	15	1,042
Aided under the rules for Indigenous schools	40	875	38	875
Unaided under the rules for Indigenous schools	11	122	9	120
Total ...	69	2,167	66	2,181
Boys' schools to which girls are admitted	980	10,952	991	10,878
Private institutions of Indigenous instruction	294	1,315	453	1,569
Grand Total ...	1,343	14,434	1,510	14,628

The above statement shows no changes calling for special remark: While the number of schools, specially for girls, is three less than last year, the number of pupils is 14 more.

Schools open to boys and girls have decreased by 11, with a loss of 74 pupils, many of whom this year help to swell the attendance at private schools which have increased by 254.

The Burmese Deputy Inspectors make no special remarks in their reports on female education, which they seem to think is in as satisfactory a condition as can be expected.

The Karen Deputy Inspectors again urge the desirability of trained mistresses being employed in primary work. This demand, if real, will probably in due time create a supply.

62. The following is a statement of the passes secured by girls in the various schools :—

Schools.	Entrance.		Middle.		Upper Primary.		Lower Primary.		Remarks.
	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	
Government and Municipal	...	...	13	4	4	5	13	6	
Registered under Grant-in-aid Rules of 1887.	..	11	10	15	92	100	122	99	
Burmese Indigenous	...	...	...	...	58	72	265	348	
Karen Indigenous	...	...	...	...	63	53	180	243	
Mahomedan	.	..	...	.	.	...	...	...	
Total ...	...	11	23	19	217	230	580	696	

During the year under report female education advanced to the higher secondary stage, one candidate having succeeded in passing the F. A. in the 2nd division.

Entrance passes number 11 against none in the previous year, Saint John's and Saint Joseph's convents, Rangoon and Moulmein, being the successful schools.

Middle school passes have decreased by four.

Girls again did well at the Vernacular Middle school examination, securing five out of the 11 full passes awarded. The successful candidates, two, were from the Normal class of the Kemmendine, two from the Morton Lane Girls' School, Moulmein, the other was a private student from Henzada, formerly mistress of the Girls' school there.

The figures for primary passes are in almost every case satisfactory.

63. Of the five Medical students four are women. Miss Adams, who was granted a medical scholarship, resigned it, as she was going to England. All four of the women to whom scholarships were given have been well reported on. Two of them, especially Miss Brooking and Miss Forbes, passed their final examination so creditably that on the recommendation of the Principal of the Medical College, Calcutta, their scholarships have been granted to them for one year longer to enable them to go through a practical course of hospital training.

SECTION VIII.

Education of Special Classes.

(*a*) *Europeans.*

64. The following is a statement showing the schools attended by Europeans only and the number of pupils attending them :—

Class of school.		Number of schools on 31st March.		Number of scholars on the 31st March					
				1889-90.			1890-91.		
		1889-90.	1890-91.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.	Aided for boys. High schools	...	...	...	...	...	...	...	
	Aided for boys. Middle schools	1	2	58	...	58	62	16	78
	Total ...	1	2	58	...	58	62	16	78
	Aided for girls. High schools	3	3	88	377	465	72	350	422
	Aided for girls. Middle schools	6	6	84	194	278	127	221	348
	Total ...	9	9	172	571	743	199	571	770
	Total Secondary schools ...	10	11	230	571	801	261	587	848
Primary schools. Aided	For boys ...	...	1	..	...	..	19	34	53
	For girls ...	...	...	..	...		...	....	...
	Total Primary schools ..	..	1	...	...	...	19	84	53
Special schools	For boys ...	...	...	...	...	...	...	...	...
	For girls ...	...	1*	...	...	.	16	29	45
	Total Special schools . .	...	1			...	16	29	45
	Grand Total ...	10	13	230	571	801	296	650	946

* This is the Kindergarten Department attached to the Episcopal Methodist Girls' school, Rangoon.

By an oversight the number of schools shown in last year's table was put down as nine schools with 761 pupils. This should have been 10 schools and 801 pupils. The omission was due to the statistics for the Rangoon Old Convent school (English) having been left out. These have been added to the particulars for 1889-90 in this year's comparative statement.

A comparison of the two years' statistics as recorded in the table shows an increase of 3 schools and 145 pupils. Two new schools, the A. B. M. English school, Toungoo, and the St. Phillip's Primary Boys' school, Rangoon, which were registered during the year account for this increase. A Kindergarten Department attached to the Episcopal Methodist school, Rangoon, which was formed during the year, has also contributed towards the increase of pupils. The following are the 13 schools for which statistics are given in the above table :—

	Pupils.
St. John's Convent, Rangoon	209
Episcopal Methodist, Rangoon	118
Diocesan Boys' school, Rangoon	56
Diocesan Girls' school, Rangoon	100
Old Convent (English), Rangoon	83
St Phillip's school, Rangoon	53
Methodist Episcopal (Kindergarten), Rangoon	45
Cantonment school, Moulmein	41
St. Matthew's school, Moulmein	41
Eurasian Home school, Moulmein	56
St. Joseph's Convent, Moulmein	127
A. B. M. English school, Toungoo	22
Girls' School, Akyab	84
Total ...	985

Of this number only 946 are purely Europeans or Eurasians, the remaining 39 being made up of 23 Native Christians, 3 Parsis, 3 Jews, and 10 Buddhist or purely Burmese pupils.

There are in addition to the above 13 schools 35 others, Government or Registered aided, open to scholars of all races in which European and Eurasian pupils are found. As before St. John's College with 114 pupils, St. Paul's institution with 221, the A. B. M. Boys' school with 71, all in Rangoon, and St. Patrick's R. C. M. school, Moulmein, with 79 secure the majority of the 807 pupils attending these mixed schools.

65. The following in a statement of the cost of European education in the 13 schools maintained for European children only :—

Head of expenditure.	1889-90		1890-91.	
	Government expenditure (net).	Total expenditure.	Government expenditure (net).	Total expenditure.
	Rs.	Rs.	Rs.	Rs
Secondary education	15,713	40,888	17,198	44,671
Primary education	...			794
Special education	.	...	...	752
Scholarships	741	741	670	670
Buildings	...	11,705		8,157
Superintendence	...	7,200	...	8,040
Furniture and apparatus (special grants only)	1,000	1,000	...	850
Miscellaneous	415	2,698	450	2,500
Total ...	17,869	64,182	18 313	66,434

66. Particulars according to the stages of instruction of the pupils attending the 11 Secondary Schools and one Primary school are given in the following statement:—

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination. (1)			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage. (2)			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage (3)			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage.						Total.		
												Reading printed books. (4)			*Not reading printed books.* (5)					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																				
For boys — Government — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local Fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local Fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Municipal — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Aided — English	...	2	78	...	...	...	16	3	19	26	8	34	20	5	25	...	...	...	62	16	78
For boys — Aided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Total	...	2	78	...	...	...	16	3	19	26	8	34	20	5	25	...	...	...	62	16	78
For girls — Government — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local Fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local Fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Aided — English	...	9	770	...	27	27	13	146	159	42	178	220	134	196	330	10	24	34	199	571	770
For girls — Aided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Total	...	9	770	...	27	27	13	146	159	42	178	220	134	196	330	10	24	34	199	571	770
Total Secondary Schools	...	11	848	...	27	27	29	149	178	68	186	254	154	201	355	10	24	34	261	587	848
Primary schools—																				
For boys — Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Aided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Unaided	...	1	53	...	...	...	...	...	...	7	14	21	12	20	32	...	...	...	19	34	53
For boys — Total	...	1	53	...	...	...	...	...	...	7	14	21	12	20	32	...	...	...	19	34	53
For girls — Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Aided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary Schools	...	1	53	...	...	...	...	...	...	7	14	21	12	20	32	...	...	...	19	34	53
GRAND TOTAL	...	12	901	...	27	27	29	149	178	75	200	275	166	221	387	10	24	34	280	621	901

67. The number of passes gained by European pupils at the University and Provincial examinations are as follows :—

Standard of examination.	Number of pupils passed from institutions attended by				Total of European pupils passed from institutions of all kinds.	
	Europeans only.		*All races.*			
	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.
B. A.	...	...	1	...	1	...
F. A.	...	...	1	4	1	4
Entrance	...	11	7	13	7	24
Middle	9	12	15	24	24	36
Primary	122	183	76	81	198	264
Total ...	131	206	100	122	231	328

Collegiate.—No pupil passed the B. A. examination during the year under report, but four F. A. passes were gained against one in the previous year, one gained by a girl.

Upper Secondary.—During 1890-91 24 students passed the Matriculation examination. It is pleasing to note that 11 were from schools attended by Europeans only which last year failed to obtain any passes, and all were girls from the Convent Schools, Rangoon and Moulmein.

Lower Secondary.—Middle school passes have been gained in greater numbers in schools of both classes. The increase is satisfactory and is most marked in schools open to all races.

Primary.—Schools for Europeans only have improved in their primary work, full passes having risen from 122 to 183. In schools open to all there is also a small increase. The difference of 124 between the total number of passes shown in this statement and that shown under "Europeans" in General Table V of the Appendices, is due to the results of the 1st and 3rd Standards, which are given in this statement, not being shown in the Appendices.

Special aid was given to European children as hitherto.

68. The following are the schools in which the Orphan and Boarder Stipends have been held :—

Division.	District.	Name of school.	Number of stipend-holders.		Total.
			Orphan.	Boarder.	
Arakan ...	Akyab	Akyab Girls' School	5	4	9
Pegu ...	Rangoon	St. John's College, S. P. G.	35	14	49
		St. Paul's Institution	17	13	30
		St. John's Convent	22	11	33
		Diocesan Boys' school	5	4	9
		Diocesan Girls' school	2	3	5
		Church of England school	9	2	11
		Episcopal Methodist Girls' school	18	7	25
		A. B. M. Boys' school, Dalhousie street ...	1	2	3
		Syndicate High school	1	...	1
		St. Barnabas' S. P. G. school, Pazundaung ...	1	..	1
		Old Convent school, Fraser street	2	2	4
Irrawaddy ...	Bassein ...	St. Peter's R. C. M. school	2	...	2
Tenasserim	Moulmein	A. B. M. Eurasian Home school	5	1	6
		St. Joseph's Convent school	2	3	5
		Cantonment school	...	...	...
		St. Patrick's school	4	1	5
		St. Mathew's school	7	5	12
		St. Augustine's S. P. G. school	7	1	8
	Toungoo ...	St. Joseph's Convent school	10	...	10
		Total ...	155	73	228

Up to the end of the year under report the number of stipends granted by the various boards was 527, namely, for Pegu and Irrawaddy 423, for Tenasserim and Arakan 104.

During the year under report 28 full passes were gained, 22 in the Pegu, 6 in the Tenasserim, and none in either the Irrawaddy or Arakan division.

69. As I remarked last year in paragraph 104 of my report, the great want in connection with the education of European children is technical education.

Both boys and girls would be the better for more of practical training. They should be taught more than they are to do for themselves and be brought up so that they will be independent in after-life from a domestic point of view and thus be better fitted to enter into the keen competition they will have to encounter from natives as well as Europeans.

70. The following table gives the leading statistics regarding these stipends:—

Division.	District	Name of school admitting European stipend-holders.	Number of European stipendiaries admitted to date.	Number fully passed from 1882-83 to 31st March 1890.				Number passed in two or more subjects from 1882-83 to 31st March 1890.				Number passed the Calcutta University Entrance examination since 1883-84.	Number fully passed during the year 1890-91.				Number passed in two or more subjects in 1890-91.				Number passed the Calcutta University Entrance examination in 1890-91.
				Lower primary standard.	Upper primary standard.	Middle school standard.		Lower primary standard.	Upper primary standard.	Middle school standard.			Lower primary standard.	Upper primary standard.	Middle school standard.		Lower primary standard.	Upper primary standard.	Middle school standard.		
Arakan	Akyab	Girls' school	17	4	5	...		3	2	...			...	...	...		...	...	...		
		Municipal High school	1	...	...	...		...	...	...			...	...	...		...	...	...		
Pegu	Rangoon	St. John's College, S. P. G.	130	9	17	7		12	26	11			5	1	...		...	2	...		1
		St. Paul's Institution	59	11	13	1		9	5	3			1	1	1		...	...	...		...
		St. John's Convent	84	36	13	4		8	22	3			3	2	...		1	...	...		1
		Old Convent	4	...	...	...		...	...	...			...	...	...		...	...	...		...
		Diocesan Boys' and Girls' schools.	42	10	9	3		7	10	1			...	1	...		...	1	...		...
		Church of England school	42	3	1	...		6	6	...			...	...	...		...	...	...		...
		Episcopal Methodist school	40	2	1	...		11	11	...			...	1	...		...	1	...		...
		A. B. M. school	6	3	2	...		...	...	...			...	3	...		...	...	...		...
		St. Barnabas' S. P. G. school	1	...	...	...		...	...	...			...	...	...		...	...	...		...
	Prome	Rangoon College	4	...	1	...		...	1	...		1	...	...	...		...	...	...		...
		L. A. Girls' school	1	...	...	...		...	...	...			...	...	...		...	...	...		...
Irrawaddy	Bassein	St. Peter's school	9	...	...	...		...	...	...			...	...	...		...	...	...		...
		Municipal High school	1	...	...	...		...	...	...			...	...	...		...	...	...		...
Tenasserim.	Moulmein	A. M. B. Eurasian Home school.	11	...	5	...		...	...	1			1	...	...		1	...	...		...
		St. Joseph's Convent	14	1	6	3		3	1	1			1	1	...		...	1	...		...
		A. B. M. Boys' school	3	1	1	...		...	...	1			2	...	...		...	...	...		...
		St. Augustine's school	12	4	4	2		4	3	2			...	...	...		...	...	...		...
		St. Patrick's school	12	3	2	...		2	1	...			...	...	...		...	...	...		...
		St. Mathew's school	21	4	1	4		9	6	3			...	1	1		...	1	...		...
		Cantonment school	3	2	1	...		...	...	2			...	...	...		...	...	...		...
	Toungoo	St. Joseph's Convent	10	...	...	...		...	...	...			...	1	...		...	...	...		...
		Total	527	93	82	24		74	94	28		3	11	12	3		...	3	...		2

71. In the following table are shown particulars of the apprentice stipends:—

Where worked.	Total number elected for the year.									Total number since 1882.	Total number remaining on the 31st March 1891.
	1882	1883	1884	1885	1886	1887	1888	1889	1890		
Dalla Dockyard	8	6	5	5	2	1	4	1	...	27	6
Insein Railway Workshop	...	...	..	1	2	5	3	5	5	21	13
Messrs. Kruger and Co's. Mill.	...	...	...	1	...	...	..	...	...	1	...
Municipal Workshop ...	..	...	1	..	1	2	...	.	...	4	...
Bombay Burma Co's. Mill.	...	1	...	1	.	1	...	...	...	3	...
Tramway Workshop ...	...	...	..	...	1	...	...	...	1	2	...
Maritime Service ...	...	1	1	...	...	...	...	...	1	3	.
St. Peter's Industrial Workshop.	.	...	..	..	.	3	...	...	3	6	1
St. John's Industrial Workshop.	...	...	...	...	...	...	...	.	1	1	1
Bulloch Brothers and Co's. Mill.	4	...	2	...	...	1	...	...	1	8	1
Moulmein Timber yard ..	1	..	...	...	...	...	...	...	...	1	...
Other places of business...	...	...	2	...	7	...	...	1	..	10	...
Total ...	8	8	11	8	13	13	7	7	12	87	22

(*b*) *Mahomedans.*

72. Indigenous Mahomedan schools and pupils were as follows:—

	1889-90.		1890-91.	
	Schools.	Pupils.	Schools.	Pupils.
Akyab	23	507	23	557
Rangoon Town	.	...	1	38
Total ..	23	507	24	595

There has been an increase of one school and of 88 pupils. Akyab and Rangoon are the only places where any progress in Mahomedan education is being made. In Kyaukpyu there are a few private schools, but they are poorly attended and very little teaching is done in them. The fault lies probably with the parents, for they seem to be quite content if their children learn nothing beyond being able to repeat portions of the Koran.

This want of interest in anything connected with education is no doubt the cause of the backward state of the Mahomedans, and until they do a little more to help themselves there is little hope of progress. Teachers are being trained and till they are ready to pass out with certificates and either join established schools or open new ones, improvement will not take place. Standards in Urdu have been framed and are being gradually adopted in the schools.

The Deputy Inspector of Schools, Akyab, is doing his best to provide education in his district among Mahomedans.

In Rangoon the Madrasa-i-Islamia is the only school in which Mahomedan children receive secular education and it has an Anglo-Vernacular as well as a Vernacular branch.

The leading members of the Mahomedan community have recently applied for a grant of land to enable them to establish a good Mahomedan school for secular as well as religious instruction.

(*c*) *Chins.*

73. Irrawaddy and Arakan are the only divisions where any education for Chins is carried on. In Henzada and Thayetmyo for some years past a small number of Chins have been studying in the America Baptist Mission schools. At Sandoway, too, an effort is being made by the Mission school there, and so far with fair results. As these tribes are very backward and difficult to get at, much progress cannot be expected for some years to come.

(*d*) *Karens.*

74. Karen schools have been fully reported on in a previous section, but the following statement is added to show concisely the leading particulars concerning them:—

Division.	District.	Number of schools.		Number of pupils.		Number of certificated teachers.		Masters with Karen Teachers' certificates.	
		1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.
Arakan	Akyab ...	...	...		...		..	...	...
	Kyaukpyu ...	...	...	..		...	...	...	...
	Sandoway ...		...	...		...		.	..
	Arakan Hill Tracts ...	...	...	...		...	..	. .	...
Pegu	Rangoon .	...		.		.	...	.	...
	Hanthawaddy ..	48	50	1,320	1,347	4	4	18	17
	Pegu	33	34	1,015	969	3	4	14	16
	Tharrawaddy ...	27	28	881	828	...		10	13
	Prome	...	...	...	...	...	...	...	...
Irrawaddy.	Thôngwa	77	82	2,057	2 208	2	2	17	17
	Bassein ...	104	108	3,206	3 091	1	1	56	46
	Henzada	33	34	941	988	1	1	16	12
	Thayetmyo	..				.	...		
Tenasserim.	Moulmein	...	...	...		...		...	...
	Amherst	38	46	1,152	1,368	4	2	10	17
	Shwegyin ...	7	11	219	462	...			2
	Toungoo ...	38	34	1,270	1,333	1	1	8	20
	Tavoy .	5	7	120	159	...	1	3	3
	Mergui ...	7	12	192	291		...	6	6
	Salween ...	2	4	25	58		...	.	
	Total	419	450	12,398	13,597	16	16	158	169

From the above figures it is clear that educational work among Karens is in a healthy condition even in the more out-of-the-way localities. The demand for teachers still exceeds the supply, and Maung Lu and Maung Nyan Kyai, both of them entitled from their experience as Deputy Inspectors and their knowledge of their Karen people to speak with authority, again unite in saying that trained school mistresses are needed. They say that for primary work especially mistresses would be preferred to masters. It is hoped that some of the Karen central schools will, under the new provision for Normal schools and classes made in the Grant-in-aid Rules, see their way to take steps to meet this want.

75. The following statement shows the number of primary passes obtained and the amount of grants earned in the two years. Teachers and pupils alike have, it is evident, been doing steady work :—

Division.	District.	1889-90.				1890-91.				Increase.	Decrease.
		Upper primary.	Lower primary.	Total.	Grants earned.	Upper primary.	Lower primary.	Total.	Grants earned.		
					Rs. A. P.						
Arakan	Akyab ...	...	...	...	...	...	...	...	...	...	...
	Kyakpyu ...	...	...	...	...	...	...	...	...	...	...
	Sandoway ...	...	...	...	...	...	...	...	...	..	...
	Arakan Hill Tracts ...	...	...	...	...	...	...	...	...	...	...
Pegu	Rangoon ...	...	...	...	...	...	...	...	...	...	...
	Hanthawaddy ...	10	60	88	1,818 4 0	28	104	182	2,019 12	...	...
	Pegu	80	92	122	2,132 0 0	28	74	102	1,705 8	...	...
	Tharrawaddy ...	19	58	77	1,448 4 0	19	50	69	1,208 4	...	...
	Prome ...	...	...	...	.....	...	...	...	...	...	...
Irrawaddy.	Thôngwa ...	42	152	194	3,190 4 0	59	169	228	3,708 12	...	...
	Bassein ...	66	146	212	5,645 0 0	54	163	217	6,147 8	...	...
	Henzada ...	32	70	102	2,222 0 0	18	71	89	2,129 4	...	...
	Thayetmyo ...	...	...	...	.....	...	...	...	...	...	...
Tenasserim.	Moulmein ...	...	...	...	.....	...	...	...	...	...	...
	Amherst ...	17	60	77	1,827 11 6	32	82	114	2,619 8	...	...
	Shwegyin ...	5	17	22	405 12 0	3	20	23	403 8	...	...
	Toungoo ...	17	43	60	1,536 12 0	39	68	107	1,688 8	...	...
	Tavoy ...	...	5	5	163 8 0	1	10	11	274 0	...	...
	Mergui ...	4	17	21	472 8 0	5	18	23	477 4	...	...
	Salween ...	...	...	...	46 8 0	...	1	1	67 8	...	...
	Total ...	251	729	980	20,908 7 6	286	880	1,116	22,449 4	...	...

(*c*) *Other Tribes.*

76. There are other tribes in the province besides those referred to above, but the want of teachers who know their languages has prevented any work being done. In some cases individuals have been induced to come to a Normal school for some little training, but they do not stay.

77. I trust it will not be long before some educational work may be begun in the Shan country. Missionaries are at work there, and it will be necessary to give them the benefit of the Grant-in-aid Rules. A simple system of primary secular education ought not to be a difficulty.

SECTION IX.

PRIVATE SCHOOLS.

78. The following are the statistics for these institutions for the past two years —

Division.	District.	Total schools, 1889-90.	Schools, 1890-91.					Total 1890-91.	Total pupils, 1889-90.	Pupils, 1890-91.					Total 1890-91.
			European.	Burmese and Talaing.	Karen.	Mahomedan.	Chinese.			European.	Burmese and Talaing.	Karen.	Mahomedan.	Chinese.	
ARAKAN.	Akyab	295	...	168	..	129	...	297	2,589	...	1,519	...	1,253	...	2,772
	Kyaukpyu	41	...	168	...	4	...	169	207	...	1,281	...	28	...	1,309
	Sandoway	12	...	50	...	...	...	50	81	...	560	...	...	...	560
	Arakan Hill Tracts	...	...	...	...	...	...	...	...	...	...	...	...	...	...
PEGU.	Rangoon	156	...	149	...	9	...	158	1,274	...	967	...	295	...	1,262
	Hanthawaddy	137	...	149	3	...	...	152	1,897	...	2,914	36	...	...	2,950
	Pegu	230	...	263	9	...	...	272	2,142	...	2,382	173	...	...	2,555
	Tharrawaddy	276	...	50	5	...	...	55	5,048	...	438	112	...	...	550
	Prome	217	...	192	...	1	...	193	1,641	...	1,430	...	15	...	1,445
IRRA-WADDY.	Thôngwa	148	...	129	21	...	...	150	1,330	...	902	514	...	...	1,416
	Bassein	229	...	217	27	2	...	246	2,061	...	1,465	521	93	...	2,079
	Henzada	124	.	108	7	3	...	118	891	...	713	137	42	...	892
	Thayetmyo	199	...	30	...	5	...	35	3,477	...	580	.	54	...	634
TENASSERIM.	Moulmein	13	...	76	...	...	...	76	693	...	883	...	...	...	883
	Amherst	464	...	310	152	...	...	462	5,988	...	3,748	1,861	...	...	5,609
	Shwegyin	81	...	78	...	5	...	83	1,995	...	601	...	48	..	649
	Toungoo	117	...	102	43	1	...	146	1,014	...	809	409	25	...	1,243
	Tavoy	149	...	161	..	...		161	2,020	...	2,602	...	...	...	2,602
	Mergui	64	...	51	4	7	...	62	499	...	1,164	41	171	...	1,376
	Salween	15	...	...	10	...	...	10	96	...	...	81	...	...	81
	Total	2,967	...	2,441	281	166	...	2,888	35,009	...	24,058	3,885	2,024	...	30,867
	Increase	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Decrease	...	...	...	...	...	...	79	...	...	...	...	...	...	4,136

Considering the large number of schools taken off the public list this year, owing to the recording visits of the Deputy Inspectors having been made later than usual, private schools might well have been expected to show an increase.

They show, however, a decrease of 79 schools and 4,136 pupils. From this it is evident that when the statistics were taken, a large number of schools had been actually closed, and that from those which remained nominally open, a large exodus of pupils had taken place, for the cultivation of the fields, for fishing, cattle-herding, and other occupations in which the children help their parents.

The average number of pupils found in each school was 10·7 only against 11·8 in 1889-90.

Tharrawaddy district shows a great decrease of schools, many localities having remained unvisited this year. I have referred to this in a previous paragraph.

In the Hanthawaddy, Thayetmyo, Amherst, Tavoy, and Mergui districts the average number of pupils per school is higher than in other places, monasteries being often well attended, though secular education is disregarded.

79. In 1891-92 I expect a considerable increase in the number of registered schools. Under the new system the 1st standard is now recognized for grants, and many school-managers will come forward and register their schools as 2nd standard schools. They have the encouragement now that they never had before.

Primary education needs a great deal more close attention than can be given to it by one Inspecting Officer in each district. Something more is needed than one Deputy Inspector who can do little more than examine for the purpose of awarding results-grants.

I urge what I referred to in the last section of 110 of last year's report, that the time has come for the appointment to sub-divisions of Sub-Inspectors of Schools, who will be travelling school-masters as well as inspecting officers, if Primary education is to spread and to be thorough. This want of agency not only prevents the spread of education, but prevents us from doing full justice to what now exists. Something more is needed than mere recording and examining, of a more or less imperfect kind.

SECTION X.

Preparation and Distribution of Text-books and other Educational Literature.

80. The Text-book Committee show a good record of work done during the year. The greater portion of the time has been spent in the preparation and translation of new educational works that were urgently needed, and the revision of proofs of books prepared during the previous year has been going on steadily. The printing of Hunter's "Brief History of the Indian People" in Burmese was continued and completed in June last. The printing of the translation of Gray's "Alaungpra Dynasty," undertaken by the *Friend of Burma Press* was commenced in May and finished in October 1890.

The "Revised Burmese Orthographical Vocabulary" drawn up by the Committee as the standard of Burmese spelling in the province was also printed and published in the year.

81. The following primers by Mr. Horace Bell, C.E., were received for translation, namely: "The Government of India," and "The Laws of Wealth." The first named book has been translated and is now being printed. This work gives in a lucid and interesting manner a good idea of our system of Government, and the Burmese translation will, no doubt, prove to be of immense benefit not only to school children for whom it is primarily intended, but also the adult natives of this country, especially those in the upper province, whose ideas of the British Government are as yet very crude. The book when ready is intended for free distribution. The translation of the "Laws of Wealth" has had to be set aside for a while owing to the urgent demand for a new series of Vernacular Readers to suit the standards that have recently come into force.

82. The preparation of the new set of graduated Burmese Readers was commenced during the year. The reader prescribed for the first and second standards being the "Thinbôngyi Reader," the first number of the series now under preparation is the "Third Standard Reader." This and the Fourth Standard Reader are ready and will shortly be printed. Both will be illustrated. In the preparation of these Readers the instructions of the Government of India on the subject have been steadily kept in view. The aim has been not only to make the books highly interesting and instructive, but also to inculcate on the pupils the principles of morality and good conduct, while the rule of strict religious neutrality has been observed throughout. These two new Readers will supersede those now in use.

83. The number of works by private authors submitted for approval was extremely small this year.

The books received were—

(i) Mack's "Elementary Grammar of the Burmese language."
(ii) "Notes on Burmese and Pali Grammar" by Maung Po Hla.

The first named book has been examined and approved. Maung Po Hla's book will receive attention as soon as the urgent work mentioned above becomes lighter.

84. During the year the translation of the following works on the subject of school management, prescribed under the new "Rules for the award of Teachers' Certificates" has been thrown open to public competition, namely:

Gladman's "School method."
Fowler's "Discipline and Instruction."
Landon's "School management."
Fitch's "Lectures on teaching."

The approved translations are to receive careful revision by the Editor before they are printed.

85. The minor works undertaken were the translating and printing of certain rules, notifications, &c., pertaining to the Department.

86. During the year Maung Meik, Sub-Editor, retired from service. An assistant who knows English is absolutely necessary in his place. The native assistants in the office have worked steadily and well. I cannot speak too highly of the work of Mr. Lonsdale, the Editor. His work has a very important bearing on education and he has spared no pains to fulfil his responsibility in connection with it.

87. The difficulty referred to in my last report about the distribution of books through the Deputy Inspectors of Schools has been settled, I hope, satisfactorily.

SECTION XI.

Recommendations of the Education Commission.

88. As I remarked in last year's report there is scarcely any need to refer to these. They are steadily borne in view in the work of the Department.

Conclusion.

89. I have elsewhere referred to the work of the officers of the Department. Their work is heavy and it needs a deal of patience, tact, and good temper. It speaks well for them that not a single complaint against them has been made to me. The relations of the Department with school-managers, with district officers, and with Municipal Committees have been uniformly pleasant

90. I am glad to be able, as I did last year, to speak well of the work of Mr. Maher and Mr. Jones, the Head and 2nd Assistants of my office. Mr. Brodie was appointed during the year to one of the vacancies and worked very well. He has since been appointed to the Income-tax office on probation, and his place has been filled by the appointment of Maung Aung Min, one of the apprentice clerks. Mr. Jones was away a part of the time on privilege leave. Maung Ba Thwin was appointed to act for him and did the work well.

91. The Inspectors of Schools speak highly of the work of their Head Assistant Mr. Duncan, who has by his grasp of the details of his work and by his diligence, kept a hard-worked office free from arrears of either bills or correspondence.

JOHN VANSOMEREN POPE, M.A.,
Director of Public Instruction, Burma.

REPORT

ON

PUBLIC INSTRUCTION IN UPPER BURMA

For the year 1890-91.

Introduction.

Owing to unavoidable circumstances that delayed the appointment of the necessary staff, the full year could not be devoted to the organization of education in Upper Burma. It has been only during the last six months that the complete machinery of departmental inspection has been at work, and in this short time much has been done towards building up solidly on the foundations laid last year. Every district has been inspected, schools have been registered and classified, managers have been brought by the Department into a mutual agreement for the safeguard and harmonization of their work, certificated teachers have been applied for and appointed to indigenous schools, provincial examinations have been held, text-books have been distributed, the new standards have been introduced, and, in short, an educational system has been instituted that may confidently be expected to produce in the current year results still more promising than those achieved in the year under review.

2. The chief events of the year have been—

(*a*) the complete registration and classification of the schools, and the organization of the work in them;

(*b*) the institution of a written examination for the 4th and 7th standards in the Indigenous and Anglo-Vernacular schools;

(*c*) the introduction of certificated masters and mistresses into registered schools that applied for them;

(*d*) the introduction of the school fee-system into indigenous lay schools:

(*e*) the introduction of text-books and apparatus into Indigenous schools;

(*f*) the introduction of drill and gymnastics into the curriculum of school work;

(*g*) the extension of the State scheme of education to the Ruby Mines district and to the Wuntho territory;

(*h*) the closing of the Municipal schools at Pakôkku and Minbu;

(*i*) the establishment of new Anglo-Vernacular aided schools at Mandalay, Kyaukse, Myitha, Meiktila, Yamèthin, Pyinmana, and Shwebo;

(*j*) the establishment of new Survey schools at Sagaing, Yamèthin, and Minbu;

(*k*) the opening of an aided technical school at Shwebo;

(*l*) the appointment of an Inspector and of seven Deputy Inspectors of Schools for Upper Burma, including the provision, at the cost of the Mandalay Municipality from the 1st April 1891, of a separate Deputy Inspector of Schools for Mandalay town.

3. The educational outlook in Upper Burma is most promising. There is a strong demand from the people for education and from school-managers for departmental supervision. Vernacular education has undergone great improvement; the people approve of the combination of secular with

spiritual instruction, and wherever the certificated teachers have been employed, there has been a very large increase in the number of pupils at their schools. Broadly speaking, from Mandalay southwards schools are plentiful, English, monastic, and lay. North of Mandalay the schools are scarce, and are almost wholly monastic. In the far north education is at a very low ebb; not only can few of the people, who are of mixed descent, read or write, but many school-managers have not even a tolerable knowledge of their mother-tongue. The best schools are those in and near Mandalay, and some good indigenous schools are also to be found near the old frontier and at certain stations on the river and railroad. The districts present educationally a great contrast.

4. The district of Mandalay with a population of 378,277 has 944 schools attended in all by 10,834 pupils. Bhamo, with 54,200 inhabitants, has 61 schools and 875 pupils. Then again Katha, with 111,771 inhabitants, has only 27 schools and 197 pupils. The Mandalay, Myingyan, and Sagaing districts contain more pupils than there are in all the other districts of Upper Burma put together. In the Myingyan district there are nearly as many pupils as in the Bhamo, Ruby Mines, Katha, Shwebo, Ye-u, Pakôk-ku, Meiktila, and Pyinmana districts taken together. In Ye-u and Sagaing the pôngyis are strongly in favour of the adoption of the Government standards of instruction; in the respectively adjoining districts of Shwebo and Myingyan there is some slight opposition to the scheme. In Sagaing some indigenous schools will shortly reach a middle school standard; in Ye-u it will take years before any advance is made beyond the lower primary stage. In the Sagaing district there is a pôngyi kyaung to every 40 houses, each kyaung containing on the average 10 pupils; in the Ye-u district the ratio is 1 to 400, each kyaung having only 5 pupils. The number of schools recorded in this report is below the actual number, as the Deputy Inspectors were unable, for want of time, to bring many schools in the interior on to their inspection schedules. Some difficulty was experienced, too, in obtaining the correct number of pupils in indigenous schools. The number in attendance in July, the month of the heaviest rainfall, is double the number in attendance in December, when most of the children are working in the fields. The managers, moreover, anticipating taxation, gave unreliable information as to the number of pupils on their rolls. It will be observed that the average attendance in private indigenous schools is about 4. This is owing to the very large number of kyaungs in Upper Burma. Every cluster of monastic buildings contains three or four kyaungs, all situated close to one another, of which one is the real school, and the others mere adjuncts that exist for supplying the monks with young probationers and followers. Each school produces little feeder schools at a rate out of all proportion to the increase of the male school-going population.

5. Most of the indigenous schools are said to have been established in 1887. This really means that they were re-opened then. From the outbreak of the war until eighteen months after the annexation of Upper Burma almost all the kyaungs were closed. When the Government took up the question of education in Upper Burma, the monks felt at first some distrust. Education and religion are in Burma one and the same thing; and as their school texts deal with their religion, they naturally thought our text-books would also deal with it. The pôngyis also are not now what once they were or were credited to be. They cannot grasp any educational code that embraces anything beyond the elementary work of an infant class. They lay the blame of the backward state of education in the pôngyi kyaungs upon the people. The Burman parent certainly leaves much to the will and pleasure of his child; the boy too often admits himself to a school and withdraws himself from it on his own responsibility, and the parent will merely be found grumbling at, and then acquiescing in, the boy's action. But the fault is certainly not all on the parent's side, when the Upazins complain that the boys are so young and so lazy that they take a year to learn their alphabet and at least two more to learn to read.

6. Now, however, all the refugees from Upper Burma, who sojourned for some time in Lower Burma, have returned to their homes. They know well

what the English system of education is like. The natives see that the children, who attended school in Lower Burma throughout the period their parents stayed there, are far more intelligent than their fellows who remained in Upper Burma; and they observe, too, that the clerical work in the public and mercantile offices in Upper Burma is being monopolized by Lower Burmans. The people are accordingly clamouring for a better and more practical education to be given their sons in the pôngyi kyaungs. In the large towns where there are English schools many well-to-do Burmans are doing what is done by influential natives in Lower Burma, that is, hurrying their sons through their Buddhist baptism in the kyaungs and keeping them there as acolytes and lay pupils for a few months only instead of for a few years, preparatory to giving them an English education. The pôngyis state that the sons of the higher classes go to the monastery for the sole reason of wearing as a formality the yellow robes for a brief season; and that the *Koyins* are now often 10 or 11 years of age, although, under their religious law, a boy is only eligible for admission to the novitiate on completing his fifteenth year. As for the people at large they know that, while in the old times the official clerkships were reserved for the sons of the lugyis of the large towns, now from the applicant for employment educational certificates are required, and that now, if only the indigenous schools could provide a good general education, it would be possible for their sons to enter the survey schools and the normal schools and in time to complete their education in the English schools. The more conservative pôngyis, whose ideal is an abstract existence, think that spiritual instruction alone should suffice for the mental requirements of man; but the people who live in the world and find life a very concrete and exacting business, do not see things in the same light, and they in their own interest, in their children's interest, *and in the interest of their national teachers*, demand the combination of secular with religious education. As few boys remain for more than four years in the monastery, and as the masses believe that all faith tends to good citizenship, it is the pôngyi they look to not merely to teach their children the national creeds in the monastic school in order that they may grow up to be upright men, but further to teach them such subjects as will be useful to them in the world and will help them to live honestly. *The masses want the pôngyis to take the lead in education, and it is for the pôngyis to respond thoroughly to the demand.* By applying for and getting the aid of a certificated teacher the pôngyi could leave to him the work of secular instruction and could thus devote more time to religious instruction; he could use the teacher for instructing himself privately if he so desired, as well as his pupils publicly, and also for training up the most promising of the pupils and young priests as the future teachers of the monastery. The pôngyis would thus maintain their position as teachers of the nation and would educate the people of the country to take part in the new work of that country as good citizens as well as good Buddhists.

7. I am glad to be able to state that pôngyis came forward readily. Many of them, headed by the Thathanabaing himself, applied for certificated assistants and of their own accord threw their schools open to inspection and examination. Everything was done by the Educational Officers to meet their wishes. We recognized from the beginning the position the pôngyis ought to take in education, and did all in our power, and successfully, to encourage them. The prospect was a very pleasing and cheering one. Lately, however, intrigues among a few of them have interfered and thrown back the work: I earnestly trust only temporarily. Neither the pôngyis themselves nor the people will, I feel sure, allow this thwarting of their wishes by a small intriguing faction. *The Government system of education is not a compulsory one, it is open to them to accept or reject it.* They have seen the advantages of it and will insist upon fair play and a free-hand in the matter, and we shall before long see the pôngyis taking their proper place.

8. I have submitted a scheme for a Pali examination for pôngyis which will, I think, be popular and do much to enlist the sympathies of the pôngyis and their supporters.

(*a*) *English Schools.*

9. Excepting the Railway school, Yamèthin, Anglo-Vernacular education in Upper Burma is carried on solely by means of Mission schools. Of the 25 English schools nine are attached to the Roman Catholic Mission, eight to the American Baptist Mission, four to the Burma branch of the Society for the Propagation of the Gospel, three to the Wesleyan Mission, and one is maintained by the Burma State Railway. The English Church Missionary Society and the Roman Catholic Society of Christian Brothers are expected to extend their sphere of work to Upper Burma during the current year, and this will still further promote the cause of English education.

10. The 25 Anglo-Vernacular schools, of which 13 are for boys, two are for girls, and 10 are mixed, and for 11 of which new buildings have been constructed in the past year, contain 833 pupils, of whom 723 are boys and 110 girls. By nationality 563 of these pupils are Burmese, 136 natives of India, 89 Europeans and Eurasians, 22 Chinese, 11 Zerbadis, seven Pônnas, three Karens, and two Shans. As regards religion 447 are Buddhists, 266 Christians, 64 Mahomedans, and 56 Hindus. Three hundred and sixty-two of the pupils are in the 1st standard class, 180 in the 2nd standard, 105 in the 3rd standard, 109 in the 4th standard, 45 in the 5th standard, 22 in the 6th standard, and 10 in the 7th standard.

11. The second languages taken up are Burmese, Tamil, Bengali, French, and Latin. The optional subjects taken up in the Primary course of instruction are geography, drawing, hygiene, and needlework; those taken up in the Middle school course are geometry, algebra, euclid and mensuration, Indian history, and physiology.

12. In four schools teaching was started in drill and gymnastics, while in seven more gymnasia are in course of erection. Not only is an improvement perceptible in the manner and bearing of pupils who have undergone training in this form of physical exercise, but managers have stated that one very beneficial result is that the cases of sickness in their schools have been reduced by 50 per cent. I hope to see the managers of indigenous schools to which certificated teachers are attached pay attention during the current year to the subject of the physical development of their pupils. In the Anglo-Vernacular Girls' schools arrangements are being made for giving regular instruction in calisthenics. In the leading boys' schools football is vigorously played; cricket is not so popular, while the native cares nothing for lawn-tennis. In the river adjoining the Roman Catholic Mission school at Nabet the pupils of that institution are taught swimming. Inter-school athletic sports will be held at Mandalay in the next cold season. It is interesting to learn that, through the judicious pursuit of athletics, there is a distinct improvement in the work of the schools and a better mutual understanding between the teachers and the pupils, and that the few complaints now heard as to the food given to boarders refer not to its quality, as was the case formerly, but to its quantity. It may here be noted that to stimulate physical exercise amongst the pupils of indigenous schools, the Mandalay Municipality is about to provide a large town play-ground for their use, equipped with a gymnasium and levelled for the purpose of drill and of cricket and football matches.

13. Religious instruction is in 13 of these schools compulsory, in two voluntary, while in 10 schools no religious instruction whatever in given, but the pupils may at their option attend the Mission Sunday-schools. General education in itself, along with the force of the teachers' example, aids the Missionary's work of conversion. But wherever religious instruction is made compulsory and cannot be avoided by Buddhist children by coming late to school, much bitterness of feeling is locally created, a demand for a municipal or an unsectarian English school arises, and the Mission school suffers accordingly. The question is one purely for the Missionary. Many Missionaries, in making religious instruction optional, consider this concession a means to an evangelistic end, and do not consider that it entails any sacrifice of principle. Some as a beginning devote themselves purely to secular education with a view

to securing the confidence of the people, liberalizing the minds of the young, and thus paving the way for the future labours of the Missionary.

14. Of the 20 schools registered in 1889-90, 14 show an increase in the number of pupils on the rolls and six show a decrease. The decrease is assigned by the managers concerned to the fact that English education has lost something of its novelty and consequent attraction, and that the Burman cannot be got to understand that regular attendance and a payment in advancee of school-fees must be insisted upon. With regard to certain schools the decrease is undoubtedly owing to the paucity and inefficiency of the teaching staff and to the inability of the school to provide instruction for a large proportion of its pupils in their vernacular as a second language. The state of Anglo-Vernacular education in the early part of the year under report was somewhat discouraging. With a weak staff and with disjointed classes many schools courted disaster by aiming too high at first. It is true that at first managers were uncertain as to the curriculum to be followed, and that they had to take whatever teachers they could get and carry on work, through many obstacles, as best they could. But at the same time the managers were not entirely free from blame. While their schools were still weak, requiring the fostering care of more experienced teachers than young men of whom many had recently been but students in a Primary school, scarcely a manager took a regular share in the work of instruction.

15. Not one as a rule was able to devote much time to the business of his school owing to the heavy call of his Mission work on his time, and almost all were periodically absent on Mission tours. The result of relying too much on unskilled and inexperienced subordinates was that the work of the English schools in the early part of the year was conducted on wrong principles. There was absolutely no system of instruction and discipline. The schools were badly equipped, and there was a constant migration of pupils from school to school. The managers, however, saw in time the serious error of attempting to build up an educational structure on such a foundation. They now supervise the work of their teachers, personally give instruction in English, see that the new standards are properly followed and the registers correctly kept, that home-lessons are regularly given, that the Inter-school Rules are observed, and that periodical examinations are held and terminal reports issued. It is now the exception and not the rule to find a manager unacquainted with departmental regulations and with the internal economy of his school; to find a class teacher in arrears with his school-fees and ignorant of the general and individual progress of his pupils; and to find a pupil wrongly graded, unsupplied with books, and hampered with faults of expression and pronunciation picked up from a native teacher.

16. To bring managers of various denominations together, so that they may act in concert for their mutual benefit, steps are being taken to form a Teachers' association in Upper Burma for the development and harmonization of educational work.

17. The crying want of Mission schools is a supply of efficient teachers. Not a single teacher holds a University Entrance certificate. The salaries offered by a Mission and the conditions of life in Upper Burma attract only the crudest of the teachers, or rather the pupil-teachers and oldest boys of schools in Lower Burma; in many cases a former pupil is made a teacher without having undergone any special training. Few teachers have passed the Middle school examination; many became teachers because they failed to pass that examination; some have passed no departmental examination whatever. In many cases these men take to teaching as a make-shift, awaiting their opportunity of serving as clerks. The instruction given the pupils is therefore of a most intermittent and varied kind, for these young teachers are perpetually drifting off into the public offices. The Missionaries are as a rule unwilling to accept a teacher who has not been educated at a school of their own denomination. They have accordingly to rest content with whatever inferior teacher they can get from Lower Burma. I have known of a teacher who took advantage of the Missionary's sentiment in this respect by professing Anglicanism to become the Headmaster of an S. P. G. school, and by then

turning Roman Catholic to get an additional Rs. 5 a month as the Headmaster of a Roman Catholic Mission school. The Missionaries, who have in reality neither the time nor the experience to train up their own teachers to a Middle school standard will, I trust, see before long the advisability of sending their select pupils to the Moulmein Anglo-Vernacular Normal school for training and for future use as teachers in their own schools.

18. Anglo-Vernacular education is very popular. The children of the Lower Burmans employed in Upper Burma are readily sent to the English schools, to which also are sent the children of respectable Upper Burmans, who, though ignorant of English themselves, yet recognize the professional value of a knowledge of that language. The Chinese traders give some support to the English schools, and the children of natives of India, who are attached to the Military Police and who are Hospital Assistants or domestic servants, are sent in large numbers to them. Most of the English schools had at first a hard fight in contending against the national principal of free education. Owing to the levy of a fee and owing also to a dread of proselytism, even now in a few of the minor Mission schools, the number of Lower Burmans, natives of India, and Chinese, taken together, exceeds the number of Upper Burmans.

(*b*) *Vernacular Mission Schools.*

19. There are 12 Vernacular Mission schools in Upper Burma. Eight are maintained by the Roman Catholic Mission, two by the S. P. G. Mission, one by the English Wesleyan Mission, and one by the American Baptist Mission. The last named is conducted with the intention of doing for the Kachins what the Baptist Mission has done in Lower Burma for the Karens. Of the eleven remaining schools those established by the Roman Catholic Mission are worked in some respects on principles so different from those obtaining in the others, that it is necessary to treat of them separately.

20. These Roman Catholic Vernacular schools are the oldest of the European schools in Burma. Father D'Amato founded a school at Minhla and Father Grondono at Nabet towards the end of last century. Almost all the schools are in Northern Burma. They are situated in small Catholic villages over which the priest exercises an autocratic sway. These villages are the outcome of the settlement in the vicinity of Alaungpaya's town, Shwebo, of the Catholic captives from Syriam, for the administration of whose spiritual wants the Turinese missionaries came to Burma from Siam. The villages are quite separate from the Buddhist villages of the same name. The native Christians are more prosperous and influential than their Buddhist bretheren, and they supply out of their number the thuggyis and other officials of the locality. No ill-feeling now exists between the Catholics and the Buddhists. The native schools are in a great measure still carried on in the way laid down by the Barnabite friars. The Missionary has his special work of conversion to attend to; he has usually more than one village to visit and some times more than one school; so the seminary is left mainly in charge of a young native catechist. The catechist of the present day has usually learnt Burmese and a little Latin and arithmetic at the Roman Catholic Mission Boys' school, Mandalay, and in some cases he has received further instruction in Latin and in Catholic theology at the Roman Catholic Mission General College, Penang. Instruction is given in Burmese reading and writing and in religious doctrine; it amounts to teaching the children their catechism through the medium of the vernacular, and it is given in the mechanical way in vogue in the pôngyi kyaungs. The very fact that the Mission school teaches by rote, omits arithmetic, confines its instruction to religion and the vernacular, and levies no regular schooling-fee, places it in mind of the Burman on the same footing as the pôngyi kyaungs. Girls as well as boys are received as pupils, but few of them attend the school; and as in the pôngyi kyaungs the pupils leave at an early age as the curriculum is brief and as at the most impressionable time of their life they are wanted to assist their parents in their work. Spiritually the work of the Mission in the interior has been a success, but much is left undone educationally, owing to the priests being primarily missionaries and not, as the Christian Brothers are,

teachers. The Mission would do well to start, as the American Mission in Lower Burma has done in connection with its Karen work, a combined Theological seminary and Normal school in which the most promising of the pupils, who have been adopted by the Mission, could be trained as native teachers and catechists. Some progress may be expected, however, on the part of these schools in the current year, as they are in course of registration under the indigenous school standards and have adopted the departmental standards, while the managers have promised to superintend the teaching more closely than they have hitherto done.

21. The Protestant Vernacular schools are doing fairly useful work. They are presided over by male or female catechists, and they have been established with a view to extending education amongst girls in particular. Instruction in two out of the three schools is very energetically directed by the missionary.

Only one of these schools has advanced beyond the Lower Primary standard. Its success is chiefly owing to the fact that it is attached to an Anglo-Vernacular school, to which it acts as a feeder. The extension of these Vernacular departments is to be taken up by Managers of Anglo-Vernacular schools this year. The Vernacular department, if housed in a separate building, with its own staff of native teachers, if registered under the Indigenous School Rules and if well equipped and organized under direct European management, would show the people what, irrespective of religious instruction, vernacular education should be. The European native school would in one respect differ from the Burmese native school; it would not neglect the physical education of its pupils. It would offer the people a good systematic education at a cheap rate. It would be essential to the success of the scheme that religious instruction should be optional in order to make the school attractive and to avoid a popular outcry to Government to establish its own unsectarian schools.

(*c*) *Monastic Schools.*

22. The work *par excellance* of the year has been the utilization of the pôngyi kyaungs. At first it was anticipated that there would be much prejudice and misrepresentation to contend with. It was well known that the introduction of books and apparatus, of a new system of education comprising secular as well as religious instruction, and requiring labour and methods in teaching, would be taken to be a subtle attempt on the part of the State to effect a transformation if not an utter conversion of priests and people, and would be looked upon with particular suspicion by the pôngyi, who could not help feeling that the religion of the new *regimé* was a non-Buddhist one. The tact of the inspecting staff, who approached the monks as friends and *tagas*, wrought a great change in the demeanour and views of the pôngyis, a change beyond all expectation.

23. The question of imparting this education is an important one and will be dealt with in detail further on. For many years the pôngyi kyaung has been little more than a day-nursery for the sons of the indigent and a temporary Sunday-school for the sons of others. Its normal stagnation may be gathered from the fact that in all these years, despite the influence of Lower Burma and of British annexation, its curriculum has not advanced beyond a little reading and writing in Burmese, and a few Pali prayers; and the value of its education may be estimated from the condition of the peasant who, from generation to generation, goes as a child through the moral mill and relapses in early manhood into a state of contented ignorance, and at his best, of ceremonial piety. The women, who cannot go to the pôngyi kyaung, have the brains. To the best of the pôngyis the pupil is a mere instrument for accumulating merit. Once he has learnt his patter of prayer and has left the monastery, he is to the pôngyi, who is perforce concentred all on self, as if he had never been. At the same time it must be said that, though to a European there seems to be as little system in the discipline as in the instruction of the pôngyi kyaung, the pupil does not pass through his school career entirely uninfluenced for good. The pupil voluntarily accords his master the reverence the pôngyi always obtains from the lay man, he knows that corporal punishment, on the rare occasions it is inflicted, is extremely severe, and he has frequently a sincere affection for his teacher, who is with his pupils both in and out of school, who shares

his food and accommodation with them, and who exhibits a uniform simplicity of mind.

24. The backward state of the pôngyi kyaungs is due to three causes: *first*, the ignorance of the average pôngyi, who is recruited as a rule from the middle and lower classes and has hitherto had no incentive to work; *secondly*, the tender age of the pupils who come to school at about 8 and leave at about 11, who attend only during the rains, that is, during the Buddhist lent, and who, as the population is scanty and poor, and as the women outnumber the men, are wanted to work at home or in the fields during the dry season (three crops rice, sessamum, and rice, sugarcane, or beans being usually raised on his land every year by the Burman); and, *thirdly*, the want of ambition in the Burman, who is lazily content to be as his fathers were before him. The Babel of sound in a pôngyi kyaung, the parabaik or thinbôn before each prostrate boy, the Upazin on the watch for a mistake, the pôngyi glibly naming a long list of Pali and Burmese works as the curriculum of his school, all this would seem to signify much intellectual activity. But there is a another side to the picture. An unexpected visit will show the boys going in and out of the school at their pleasure or dawdling over their lessons, the Upazin fast asleep, and the pôngyi dividing his attention between his betel-box and some old gossip who has brought him a bunch of plantains and a trifle of news.

25. Much time was devoted in the year under report to showing pôngyis what to teach and how to teach. Many of the priests are now teaching more methodically and paying some attention to the subjects of arithmetic and Burmese grammar. The pôngyis have very readily fallen in with the system, they are thoroughly interested and look forward to the visits of the Inspecting Officers and to the examinations held by them with considerable eagerness. They find that secular education in no way interferes with the religious, and that by coming forward and taking the lead in education they have the sympathy and respect of the people. But while it is desirable to keep in the hands of an influential priesthood the national education that they for centuries have undertaken, it is no less desirable to make that education vital and useful and progressive with the times. The Upper Burman is best adapted for the instruction of the Upper Burman. But, until the picked pupils of the monasteries, or the picked pupil-teachers who assist the priest, have undergone training, Upper Burma is left without efficient instructors of a local origin. The old teachers are too old to learn, and the young ones must first learn the subjects of instruction before they can teach them.

26. A large number of monks are fully conscious that Government, in wishing to preserve intact the pôngyi kyaungs, wishes to preserve the literary language, the time honoured customs, and the religion of Burma. Standing in the van of progress, and desiring by a reformation of their obsolete system of instruction to safe-guard their religion as well as to retain their hold over the people, they are nevertheless thwarted by an intriguing minority. It rests solely with the pôngyi to make or mar himself. If he allows his freedom of action in the matter to be interfered with, he will drop out of the race and he will lose the position he rightly should have. Bye and bye, when he comes to his senses he will find himself so far distanced by the layman that his case will be hopeless, and he will settle down into an idle grumbler and make out that he has a grievance against the Government, forgetting that at the outset the advantages of the educational system were offered to him on equal terms with the layman, and that while the layman readily accepted them, he (the pôngyi) was prevented doing so by a small party of intriguers of his own cloth who urged the inability of Buddhism to sanction the acceptance of them, a prohibition which the pôngyis and their lay-supporters deny. The mournful fact remains that an eagerness on the part of the monastic schools to avail themselves of the educational system that showed itself in results during the one year, equal to those attained after six years in Lower Burma, has been thwarted by a small intriguing faction among them, and the pôngyis, forced to abandon the position they had of their own accord taken up, are sitting in sullen discontent.

(*d*) *Nuns' Schools.*

27. A number of elderly nuns keep infant schools, which are attended by children of both sexes. The girls of course preponderate, ranging in age from 7 to 12. Entrusted with the care of their little brothers, they usually bring them to school with them to keep them out of mischief. The children are not fed by the nuns. Though no schooling-fee is charged, she is supported by the parents of her pupils, who make her presents of clothes and food, while the lugyis of the village provide her with a small mat house for her accommodation. The children are taught the Thinbôngyi, and the most advanced learn a few Pali texts by rote. The hours of work are the same as in the lay schools. There is little energy in the management of the school. An unexpected afternoon visit generally finds the nun asleep in her inner room, and the children taking their ease in the outer room or playing out of doors. As soon as the Inspecting Officer is seen, the alarm is given, there is a general scamper, the nun is called up, and the usual clamour of a village school begins.

The well supported pôngyi kyaungs and nuns' schools have each on an average from 15 to 25 pupils. In the Sadaung township, Sagaing district, there are a number of schools that contain only three or four pupils each. They are managed by male and female recluses, who live in the hill-caves and decline to see any human being except the few boys or the few girls from the low-land villages who attend them partly as disciples and partly as servants, bringing food to them every morning, and who receive a little religious instruction during the day and return to their homes in the evening. In these schools silence is strictly maintained. The texts only may be repeated aloud as soon as they have been silently committed to memory.

(*e*) *Lay Schools.*

28. The lay schools are primarily intended for female education, as the pôngyi is not permitted under canon law to impart instruction to girls. The best are managed by men whose fathers kept the school before them and who were especially trained to succeed them in its management, or by retired traders, who, having a trifling competence and having received in their youth a fair education in the pôngyi kyaung of Mindôn Min's day, set up a school for the purpose of a rapid accumulation of merit in the evening of their life. Occasionally the school is for girls only and is kept by a lay woman, whose father has been a school-master and who is generally possessed of independent means, is single, and no longer young. The inferior schools are managed by men who, supported by their wives and by contributions of food and clothes from the community, take to teaching to save themselves the trouble of real work; or by traders who, engaged in this act of charity, procure thereby a character for commercial honesty and attend to their pupils during the intervals of business, or by the indigenous medicine man, who is an authority on drugs, charms, tattooing, and alchemy, and whose speciality of instruction is the arithmetic of astrology. It might be supposed that the popular patronage accorded these lay-schools betokens some dissatisfaction with the education given in the pôngyi kyaungs. This is, however, not the case. The pôngyi gets his pupils from that quarter of the town or village in which his kyaung is situated. To the mixed school of the lay-school manager come the children of the street or of the immediate neighbourhood, the Burmese preferring to send their sons and daughters to school together, till the time arrives for the sons to join the pôngyi kyaung as lay-scholars and as neophants. Many boys have perforce to go to the lay-school, their parents being too poor to keep them and their teachers in food at the monastery for any length of time. The pôngyis are by no means hostile to the lay-school manager. They know that true spiritual training can only be given by them. They do not hesitate to lend him therefore for scholastic use the palm-leaf manuscripts of the monastery, a popular notion being that genuine doctrine is not contained in printed books, but is recorded only on the archaic palm-leaf. The lay-school manager enforces fairly

regular attendance, being in daily communication with the parents of his pupils, he teaches them as much as he knows, which is not much; and he sees that they work, but of course as soon as he is called away to attend to a sick person or to a customer, all discipline, such as it is, is at an end. The boys of the pôngyi kyaung have a capacious room to work in, but the lay-school manager can only accommodate his pupils in his own small mat house or on a bamboo platform or an open verandah in front of it. In a few cases the school is held in a zayat built for the manager and adjoining his house by the people of the quarter: the zayat always contains a Gaudama, and is used every evening for the purposes of worship by the old people of the vicinity. The children attend school from 6 to 9 A.M. and from 10 A.M. to 5 P.M. daily, except on general Buddhist holidays. The course of instruction comprises Burmese reading and writing and a few Pali texts. Occasionally a little bazaar calculation is taught to the clever pupils, and also *bedin* or fortune-telling. In scarcely any indigenous school is Pali studied now as a language. It is common enough to find, particularly in the monastic schools, pupils able to recite a page of the Pareikgyi who cannot read six lines from the Thinbôngyi reader. Arithmetic is taught only to the children who have first acquired the rudiments of Burmese. As this means that the average age at which a pupil begins arithmetic is 14 or 15 very few boys are given instruction in the subject. As a general rule arithmetic is not taught to girls. The girls are always more diligent and more regular in attendance than the boys; the woman in Burma is the trader and the support of many a household, and is accorded equal rights with the man; yet, because the female is spiritually inferior to the male, a popular notion prevails that female education is not a necessity. Corporal punishment is rarely administered, the pupils being docile, and ordinarily, like the manager, casual and indolent. When punishment is inflicted, however, it is, with the full approval of the parents, very severe, in order that it may leave a fairly permanent impression on the child. As most lay-school managers appear to have started their school late in life, when left widowers or without a son, they are often assisted by a wife or daughter or by a husbandless sister, but the assistance rendered is more in the way of supervision than instruction. Whenever a lay-school has a certificated teacher as an assistant, the system of instruction is revolutionized, and the manager descends to the teaching of the alphabet to beginners and sometimes to the dictation of Pali prayers, and leaves all else to his assistant. The utility and benefit of the new system of instruction are so patent that the manager wonders its introduction was not thought of before. He is greatly surprised when he sees that multiplication from right to left entails "so little rubbing out of figures" and still more so when he sees how easily arithmetic can be taught to a whole class at a time from a blackboard.

Scarcely a manager exists now who does not prefer to test spelling by means of dictation rather than by the wearisome repetition of pages of the texts on orthography, the Kabyatharetta and the Sakarintathatpôn. The new system of work does not long remain uncriticized or disapproved in the locality where it is introduced. Pupils flock to the school; the parents observe the discipline, cleanliness, and progress of their children and the method and foresight of the teaching; and the people recognize the benefit of departmental registration and examination. The convenience and profit of printed text-books and school apparatus, the obvious advantages of the western system of arithmetic, the utilization of parents in the education of their children, the market-worth under the English Government of a good secular education, these things are to the Upper Burmans as attractive as they are novel.

29. Some lay-schools managers levy a monthly schooling fee of from 2 to 4 annas. Others, though they accept the customary donations of food and clothes, charge no fee on the ground that they would thereby considerably depreciate, if not entirely sacrifice, their stock of *kutho* by making their school an object of secular profit.

30. The lay managers place their schools unreservedly under the direction of the Education Department. Secular instruction formerly received no State

recognition whatever. They accordingly appreciate all the more the interest now taken in the development of schools by the British Government. They have shown great readiness in furnishing and equipping their schools out of the results-grants they obtained last year.

31. The education of the masses in Upper Burma depends in a great measure on the recognized lay schools. These show the people at large that Government has their welfare at heart and is working educationally with a view to the continuous mental progress of the whole nation and not merely of any social or denominational section of the nation.

(*f*) *Mahomedan Schools.*

32. The Mahomedan schools in Upper Burma are of two kinds. In Mandalay the Mussalman traders have started a few schools of a fairly efficient character. Maulvis have been procured from the western side of India and teach not only the Koran but Guzerati and native arithmetic. In Mandalay itself the minor Moslem schools are dying out owing to the institution of these new schools on an Indian model. The other schools are known as Pathi schools. The Pathis are a Mahomedan race, and hold a tradition that towards the end of the last century they came into Upper Burma from the North-West Provinces. This race is composed solely of *Sunis*, and is divided into two classes, the Pathis and the Tapathis. The term "Pathi" is said to mean "pure" and not a contraction of Panthe. To such an extent have the Pathis commingled with the Burmese that they are not looked upon as genuine Mahomedans by the others, who have retained most of their national characteristics of habit and religion. Both classes, though Mahomedan by religion, are unacquainted with any Indian dialect. Their mother-tongue is a sort of Burmese patois, quite distinct in idiom as well as in pronunciation from the language of a Burman. The majority are dressed in Burmese costume, women as well as men; and, except for the beard in the male adults and the prominence of the nose, the type of their features is essentially Burmese. Any distinction of nationality hitherto preserved will before long be lost. The Pathis are being rapidly absorbed into the Burmese. At Pinsainkin, a Pathi village in the Ye-u district, the inhabitants have all embraced Buddhism, while at Nyaungaing a Mahomedan mosque exists, though not a single Mahomedan lives in the village. In many pôngyi kyaungs Pathi pupils are to be met with not only as lay scholars but even as novices.

33. The Pathi schools are parodies of the pôngyi kyaungs. They are managed by a Mulla or a Miahji and are attached either to his house or more commonly to a musjid. Unlike the Hindu schools, they freely admit girls as well as boys. They do nothing but teach the Koran, and this they teach word by word, line by line, and verse by verse. The Arabic language is not taught, only the sounds of Arabic words. As with the Burman boy learning his Pali precepts in a pôngyi kyaung, so here with the Pathi pupil learning his prayers from the Koran. Not one, as he sits cross-legged on the floor with a fragmentary copy of the text placed before him on a small wooden cross-shaped lectern, can say what the meaning of the passage is that he laboriously chants aloud. The teachers themselves cannot translate the Arabic text. The one Mulla that has been met with, who could interpret into Burmese a passage taken at random from the Koran was able to do so only after having previously consulted a text for text translation of the Arabic into Burmese. None of the teachers, whose mother-tongue is Burmese, know that language grammatically. Few have a passable acquaintance with the first four simple rules of arithmetic. The managers of the best Pathi schools have been pursuaded by the Deputy Inspectors to take up Burmese and arithmetic in addition to the Koran. The progress of the pupils in these subjects is naturally very slow. Much good might be done by the introduction of Mahomedan certificated teachers from Arakan into these schools. The Mullas get from 4 to 8 annas a month for teaching the Koran, and in addition incense and a dish of pilau on Thursdays in

turn from the children of the well-to-do parents. In some cases no regular fee is charged, but the teacher is kept in food and clothes by the parents; and as soon as a child is able to read and transcribe the Koran, his parents are expected to pay an honorarium of Rs. 30. Some parents are quite content with a chapter or two of the Koran, for which they pay at the rate of a rupee or two rupees per chapter. The female pupils as a rule rarely learn more than a couple of chapters. The parents are by occupation milk-sellers, cattle-drovers, and field-labourers.

34. There are no Mahomedan schools in the Minbu, Magwe, Pakôkku, Chindwin, Ruby Mines, Katha, and Bhamo districts.

(*g*) *Manipurian Schools.*

35. The Manipurians are divided into three classes, and come not only from Manipur, as their name denotes, but also from Chittagong. They reside in Mandalay and its neighbourhood, and, compared with the Burmese, are very industrious. (*a*) The purest class is Hindu by religion and is termed the *Pônna* caste. Though for business purposes they associate freely with the Burmese, they live apart from them in little colonies of their own. They come chiefly from Chittagong, wear Indian costume, retain their caste-marks, have their own Hindu temples, and have set up their own schools in which Bengali, native arithmetic, and Hinduism are taught, and to which only boys are admitted. They are mostly fortune-tellers by profession, and though they all speak Burmese fluently, their vernacular is Bengali. They have not been persecuted as the Mahomedans have been by the Burmese, owing to their skill in divination and astrology. (*b*) The second class consists of those who have become half Buddhists and have adopted many Burmese customs. They are called *Aggabats*, are partly Chittagonian and partly Manipurian, and are by occupation weavers, milkmen, and petty traders. Many have assumed the Burmese dress and use Burmese as their vernacular, having little acquaintance with Bengali. Their children are sent either to a Pônna school or to a pôngyi kyaung, and they have no objection to their daughters being educated. (*c*) The third class are known as *Kathes*. They are of Manipurian descent, have no caste, are merged amongst the Burmese, and are identical with them in habit and religion. They belong to the cultivator and coolie class. Their children are sent to the Burmese schools. Broadly speaking, all Manipurian children speak Burmese with bad accent, but they are far more accurate and are quicker than the Burmans in the matter of calculation. The children, like those of the Pathis, are generally given two names, one Burmese and the other Indian. Many Manipurian schools are mere "weaving schools." The children, the majority of whom are girls, are taught to count in order to manipulate the threads of the loom in weaving and to follow the pattern as shown by a table of figures which they place before them while working.

(*h*) *Miscellaneous Schools.*

36. (*a*). *Assamese.*—Descendents of the captives brought over in the reign of Bodopra are to be found in the outskirts of Bhamo and Mogaung, living apart from the Burmese in villages of their own. They have no schools, though they have somehow managed to preserve their creeds and customs intact.

(*b*). The *Chinese* have only one school in Upper Burma. It is in Mandalay, and is open to boys alone. The pupils are taught the Amoy Chinese, with a view to their engaging hereafter in trade on the northern frontier.

(*c*). The *Kachins* have no schools of their own. The American Baptist Mission, however, has established a school in Bhamo especially for them.

(*d*). The *Shans* and *Chins* have next to no schools, but wherever there happens to be a pôngyi kyaung in their country it is attended by a few boys, who learn whatever they can of a small series of prayers acquired in the intervals of smoking by an abnormally illiterate monk.

SECTION I.

GENERAL AND STATISTICAL SUMMARY.

37. The following table is a comparative statement of the statistics of educational institutions of all kinds in Upper Burma :—

Name of institution.	1889-90.		1890-91.		1890-91.
	Schools.	Pupils.	Schools.	Pupils.	Average number of pupils.
Public Institutions.					
University College	...	...	..	...	...
High English schools	...	...	..	...	...
Middle English schools	3	251	7	454	65
Middle Vernacular schools	...	...	...	...	...
Primary	677	18,791	2,867	42,325	15
Special	...	...	5	136	27
Female	4	91	61	1,045	17
Total Public Institutions ...	684	14,133	2,940	43,960	15
Private Institutions.					
Advanced teaching	...	...	...	.	...
Pali	...	..	...	...	...
Arabic or Persian	...	...	...	...	...
Sanskrit	...	...	...	...	...
Elementary, teaching vernacular only or mainly.	1,638	8,388	2,099	8,171	4
Other schools not conforming to Departmental Standards for religious instruction only.	24	145	57	1,021	18
Total Private Institutions ...	1,662	8,533	2,156	9,192	4
GRAND TOTAL	2,346	22,666	5,096	53,152	10

There has been a very large and noteworthy increase in every class of schools. The number of Anglo-Vernacular Middle schools has increased by 4 and of pupils by 203. Two of these schools are to be registered as high schools in the current year. Vernacular education will also reach next year the secondary stage.

The increase in Primary institutions is very striking. Their number has increased by 2,190, while the increase in pupils is 28,534. The special schools consist of the Survey schools. The numbers in these may be expected to rapidly rise, as a knowledge of surveying has always been greatly sought after by the Burmese, and it is a subject to the study of which a few of the best pôngyis are attached. The Jail schools are not included in the above table. The schools for girls show an increase of 57 schools and 954 pupils. The fact that the Government scheme of education is greatly appreciated by the people is shown by the public institutions having increased by 2,256 and the number of pupils in them by 29,827. As regards private institutions, it is not so satisfactory to observe that the number of Elementary schools, which in reality under the pretence of teaching children their letters, provide drudges for the managers, has increased by 494 and the number of pupils by 659. The increase, however, is due to the complete registration of the Mahomedan schools. These, as private religious institutions, show an increase of 33 schools and 876 pupils, although some Mahomedan schools have been transferred to the public register. The private elementary schools, that is, the pôngyi kyaungs and lay schools that do little more than teach a boy the Thinbôngyi, have increased in number by 461 ; but, on the other hand, the pupils have decreased by 217. This is promising. It shows that at any rate for the subdivisional towns every species of school, good and bad, has been inspected. This may be inferred from the increase of schools, and the decrease of pupils denotes as regards a few pupils that

they have migrated to better schools, and, as regards a large number of pupils, that the schools attended by them have during the year qualified for recognition as public institutions.

The tendency of the best of the private schools to take to general education, and the gradual weeding out of the worst of the schools, may shortly be expected to extend to the Mahomedan private schools. It is hoped that in time many of these will teach according to the Government standards, for some are already losing pupils who prefer to forego religious instruction from a Maulvi in order to obtain some general education in a Buddhist school. On the whole there has been an increase of 2,750 schools and 30,486 pupils. There would have been a still further increase had the inspecting staff had more time for developing education in the interior.

38. In the following statement the schools are classified according to their management :—

Class of School.	1889-90.		1890-91.	
	Schools.	Pupils.	Schools.	Pupils.
PUBLIC INSTITUTIONS.				
Under Public Management.				
Maintained by the Department	...	...	5	186
Maintained by Municipal Boards ...	2	58	...	...
Under Private Management.				
Aided by the Grant-in-aid Rules ...	20	705	22	900
Aided under the Rules for Indigenous Schools			423	8,997
Unaided	662	18,875	2,490	33,927
Total	684	14,133	2,940	48,960
Private Institutions.				
Of indigenous instruction	1,662	8,533	2,156	9,192
GRAND TOTAL ...	2,346	22,666	5,096	58,152

39. There are now no Municipal schools in Upper Burma. During the year under report the Anglo-Vernacular Municipal schools at Pakôkku and Minbu were closed. Both taught only up to the Lower Primary standard. The school at Pakkôku was an expensive institution that, in spite of the support it obtained from the Municipality, could not compete with any show of success with the local English Wesleyan Mission school, in which instruction in English was given daily by the Missionary. On closing their schools the Municipal Committee at Pakôkku voted an annual grant of Rs. 600 towards the maintenance of the local Mission school. The Minbu Municipal school was costly and unpopular. The people of the locality showed no inclination to have their children taught English by young Burmese teachers, while they preferred to send them to good indigenous schools for instruction in other subjects. The Minbu Municipal Committee, in saving Rs. 840 a year by the abolition of its school, has made no provision towards aiding schools managed by private persons within Municipal limits.

40. The R. C. M. Anglo-Vernacular Boys' school at Bhamo was temporarily closed in January 1891, on the transfer of the manager, the Rev. E Fercot, to Mandalay. His successor, the Rev. P. A. Duhand, has, however, now re-opened the school. The S. P. G. Anglo-Vernacular Boys' school at Madaya was closed at the end of the year. In this case, again, there was little local demand for an Anglo-Vernacular instruction given by a Burman teacher, meagerly acquainted with English, the more so, as there was a large number of fairly efficient indigenous schools in the vicinity, to the most successful of which

a certificated teacher had been appointed, while the English schools in Mandalay were within easy reach of the people.

41. The A. B. M. Kachin Mixed school at Bhamo was removed from the register of Anglo-Vernacular to that of Vernacular schools, as it was found impossible to teach English satisfactorily to pupils whose mother-tongue was Kachin and who had first to learn Burmese.

42. To counter-balance the closing of these five schools nine new Anglo-Vernacular schools have been opened, namely, the R. C. M. Anglo-Tamil Mixed school at Mandalay, the R. C. M. Anglo-Vernacular Mixed school at Kyauksè, the S. P. G. Anglo-Vernacular Mixed school at Myitha, the A. B. M. Anglo-Vernacular Mixed school at Meiktila, the Burma State Railway Anglo-Vernacular Mixed school at Yamèthin, the three R. C. M., A. B. M., and S. P. G. Anglo-Vernacular Boys' schools at Pyinmana, and the R. C. M. Anglo-Vernacular Boys' school at Shwebo. Of these schools, the Myitha S. P. G. school, the Burma State Railway school at Yamèthin, and the Pyinmana R. C. M. and A. B. M. schools at Pyinmana were started early enough in the year to permit of their presenting candidates for examination.

43. In the following statement pupils attending schools of all classes are classified according to the various stages of instruction they are in :—

Class of school.	Number of schools.	Number of pupils.	High stage.			Middle stage.			Upper Primary stage.			Lower primary stage.						Total.		
												Reading printed books.			*Not reading printed books.*					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
High English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle English ...	9	530	..	3	3	79	12	91	130	26	156	214	58	272	6	2	8	429	101	530
Middle Vemacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary	2,926	43,294	...	...	...	...	...	...	168	5	173	4,920	477	5,397	34,970	2,754	37,724	40,058	3,236	43,294
Total ...	2,935	43,824		3	3	79	12	91	298	31	329	5,134	535	5,669	34,976	2,756	37,732	40,487	3,337	43,824

44. The number of pupils reading printed books in the primary stage has quadrupled itself in the last year. This is due to the distribution by the Deputy Inspectors of text-books to the various indigenous schools. There was small chance of accuracy or of the revision of work when it was copied down on the parabaik or on paper from dictation from a palm-leaf text. The demand for books last year could only to a very small extent be met by the supply at the disposal of the inspecting staff.

45. The following is an abridged statement summarizing the foregoing figures and giving those of the previous year also for comparison:—

Stage.	Number of pupils.		Increase.	Decrease.
	1889-90.	1890-91.		
High	...	8	8	...
Middle	48	91	43	...
Upper Primary	154	329	175	...
Lower Primary	1,214	5,669	4,455	...
Lower Primary not reading printed books	12,717	37,782	25,015	...
Total ...	14,133	43,824	29,691	...

46. The number of pupils in all classes of institutions, aided and unaided, is shown in the following statement for each district of the upper province:—

Division.	District.	In Public Institutions.										In Private Institutions.						District total.		Divisional total.	
		College.		Secondary schools.		Primary schools.		Special schools.		Total		Advanced.		Elementary.		Total.					
		1889-90.	1890-91.	1889-90.	1890-91	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90	1890-91.	1889-90	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.
Northern	Mandalay	...	...	251	358	7,154	8,960	...	15	7,405	9,333	...	...	4,436	4,440	4,436	4,440	11,831	13,773	13,042	16,715
	Bhamo	...	...		51	356	846	...	...	356	897	...	...	139	29	139	29	486	926		
	Katha	...	...	...	...	134	168	...	...	134	168	...	...	107	29	107	29	241	197		
	Ruby Mines	...	...	...	...	...	135	...	...	...	135	...	...	...	6	...	6	...	141		
	Shwebo	...	...	...	42	334	1,155	...	...	334	1,197	...	...	148	481	148	481	482	1,678		
Central	Ye-u	...	...	...	...	182	549	...	...	182	549	...	...	83	438	83	438	265	987	1,818	14,086
	Sagaing	...	...	...	...	381	6,619	...	23	381	6,642	...	...	288	612	288	612	669	7,254		
	Lower Chindwin	...	...	...	...	354	4,919	...	...	354	4,919	...	...	350	243	350	243	704	5,162		
	Upper Chindwin	...	...	...	...	83	582	...	...	83	582	...	...	97	41	97	41	180	623		
Southern	Myingyan	...	...	...	23	968	7,194	...	...	968	7,217	...	...	627	322	627	322	1,595	7,539	5,238	15,182
	Pakôkku	...	...	...	56	763	1,445	...	...	763	1,501	...	...	421	448	421	448	1,184	1,949		
	Minbu	...	...	...	...	821	2,554	...	34	821	2,588	...	...	977	829	977	829	1,798	3,417		
	Magwe	...	...	...	...	366	1,830	...	...	366	1,830	...	...	295	447	295	447	661	2,277		
Eastern	Kyauksè	...	...	...	...	202	2,544	...	25	202	2,569	...	...	151	493	151	493	353	3,062	2,720	7,229
	Meiktila	...	...	...	...	652	582	...	...	652	582	...	...	78	48	78	48	730	630		
	Yamèthin	...	...	...	...	507	2,262	...	39	507	2,301	...	...	147	108	147	108	654	2,409		
	Pyinmana	...	...	...	...	625	950	...	...	625	950	...	...	358	178	358	178	983	1,128		
	Total	...	...	251	530	13,882	43,294	...	196	14,133	43,960	...	...	8,685	9,192	8,685	9,192	22,818	53,152	22,618	53,152

47. There has been an increase under the head of public secondary schools, the Anglo-Vernacular schools at Shwebo, Myingyan, and Pakôkku and the Mandalay Convent school having reached the 7th standard. There is a decided increase under public primary schools, while under private elementary schools the number remains much about the same, as many new schools having been brought under inspection were transferred to the register of public primary schools. Every district shows an increase save Katha and Meiktila. The recent disturbances in the Wuntho territory affected the attendance of pupils in the Katha district, which was itinerated by the Deputy Inspector at the time of the outbreak. Many of the schools registered in 1889-90 in this district had to be struck off the inspection list, as, on re-inspection last year, each was found to consist of an old man, too aged and weak for manual labour as teacher, and his two or three young relatives, not old enough to be useful, as pupils. Instruction was given at odd hours, and in one case the manager was a great grandfather, deaf, par-blind, and bedridden. Despite this the number of schools in the district was doubled last year. The decrease in the Meiktila district is due to the pôngyi kyaungs being almost denuded of pupils on account of pagoda feasts and pôngyi byans at the time of the Deputy Inspector's awarding inspection in the Meiktila, Wundwin, and Mahlaing townships. The number of schools in these three townships has, however, increased by 11.

48. The increase of pupils in the Central and Southern divisions is remarkable. A similar increase in the Eastern division would probably have been reported had the Meiktila and Pyinmana districts been more thoroughly explored. Other districts, such as those of the Upper Chindwin, the Ruby Mines, and Pakôkku, require further inspection in the interior. Mandalay stands first of all the districts, Mandalay Town itself containing nine Anglo-Vernacular schools and 442 Anglo-Vernacular pupils, and 1,072 indigenous schools and 10,034 vernacular pupils. Next in order come Myingyan and Sagaing with over 7,000 pupils each, then the Lower Chindwin district with over 5,000, followed by Minbu and Kyauksè with over 3,000 each, and by Yamèthin and Magwe with over 2,000 each. The rest have under 2,000 pupils apiece, the Ruby Mines district containing the least number, namely, 141.

49. Owing to the large increase in schools and pupils some of the Deputy Inspectors have now too heavy a charge entrusted to them for the satisfactory performance of their duties. The Deputy Inspector of Schools for the Mandalay, Kyauksè, and Myingyan districts has 1,310 schools and 15,486 pupils to look after, the Deputy Inspector for the Sagaing, Ye-u, and Shwebo districts has 1,038 schools and 9,919 pupils. Allowing no holidays in the year, no first inspection of schools, and no additional time for office work, the former has four schools to inspect and examine every day and the latter three schools. Either one more Deputy Inspector should be appointed and the districts re-arranged into inspection circles, or each district having over 300 indigenous schools should be given a Sub-Inspector.

50. The following table gives a comparative statement of the expenditure for the last two years:—

Heads of expenditure.	1889-90.		1890-91.	
	Net Government expenditure.	Total expenditure.	Net Government expenditure.	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
University	...	...	...	...
Collegiate	...	...	...	...
Secondary	...	8,510	2,706	15,974
Primary	2,322	14,199	10,723	16,040
Female	...	6,925	1,484	4,028
Special	...	...	4,288	4,511
Scholarship	...	...	4,037	4,037
Buildings	...	...	19,490	36,550
Furniture and apparatus	...	...	250	1,285
Miscellaneous	651	651	1,810	1,853
Superintendence	6,215	6,215	22,769	22,769
Total ...	9,188	36,500	67,502	107,027

51. The figures for 1889-90 deal financially with seven months' work, those for 1890-91 with the full year's work.

There is at present no expenditure under the head of scholarships. Scholarships should be provided out of provincial funds and be open to public competition.

The amount under buildings is made up of the following building grants: to the Roman Catholic Mission European Girls' Convent, Mandalay, Rs. 10,000; to the English Wesleyan Mission Boys' schools, Mandalay, Rs. 3,000; to the English Wesleyan Mission school, Pakôkku, Rs. 3,000; to the St. Mary's Roman Catholic Mission school, Pyinmana, Rs. 190; to the American Baptist Mission Boys' schools, Pyinmana, Rs. 1,800; and to the S. P. G. School, Shwebo, Rs. 430.

The equipment grants under furniture and apparatus are as follows:—to the St. Mary's Roman Catholic Mission school, Pyinmana, Rs. 150; to the English Wesleyan Mission school, Mandalay, Rs. 100; to the Roman Catholic Mission school, Yamèthin, Rs. 300; to the American Baptist Mission Burmese Girls' school, Mandalay, Rs. 100.

There is a satisfactory increase of fee receipts owing to managers of indigenous lay schools commencing to levy a schooling-fee and to managers of Anglo-Vernacular schools putting a stop to the accumulation of arrears of fees and to the remission of fees to pupils in a position to pay something towards their education.

52. The following statement shows the amount of the grant-in-aid (irrespective of building, equipment, and all extraordinary grants) earned in the year under report by the Anglo-Vernacular schools, the average grant to each school being Rs. 154-8-0.

The grants in 1889-90, that being the first year of examination in Upper Burma, were given somewhat liberally and on easy terms after only a nominal examination. In the year under report the examinations were stricter and it speaks well for the schools that the amount earned have been in some cases much larger and in others not much less than those earned the year before.

Name of school.	Amountss earned in 1889-90.	Amounts earned in 1890-91.	Increase or decrease.
	Rs.	Rs.	Rs.
A. B. M. Boys' school, Mandalay	606	328	— 278
A. B. M. European Girls' school, Mandalay	74	76	+ 2
A. B. M. Burmese Girls' school, Mandalay	45	73	+ 28
A. B. M. Mixed Infants' school, Mandalay	132	41	— 91
R. C. M. Boys' school, Mandalay	154	10	— 144
R. C. M. Girls' school, Mandalay	565	612	+ 47
Wesleyan Mission Boys' schools, Mandalay	403	200	— 203
S. P. G. Boys' school, Mandalay	738	377	— 361
S. P. G. Boys' school, Madaya	48	37	— 11
S. P. G. Mixed school, Shwebo	256	285	+ 29
A. B. M. Mixed school, Sagaing	154	88	— 66
R. C. M. Mixed school, Nabet	261	283	+ 22
A. B. M. Mixed school, Myingyan	197	77	— 120
R. C. M. Boys' school, Myingyan	42	36	— 6
Wesleyan Mission Boys' schools, Pakôkku	119	247	+ 128
Wesleyan Mission Boys' schools, Kyaukse	48	42	— 6
S. P. G. Mixed school, Myitha	...	42	+ 42
R. C. M. Boys' school, Yamèthin	151	119	— 32
A. B. M. Boys' school, Pyinmana		113	+ 113
R. C. M. Boys' school, Pyinmana	...	35	+ 35
Total ...	3,993	3,121	— 872

53. The following statement shows the amount of results-grants awarded in each district:—

District.	Amount of grant.
	Rs.
Mandalay	2,869
Bhamo	904
Katha	190
Ruby Mines	140
Shwebo	138
Ye-u	108
Sagaing	1,146
Carried over ...	5,495

District.	Amount of grant. Rs.
Brought forward	5,495
Lower Chindwin	545
Upper Chindwin	132
Myingyan	347
Pakôkku	199
Minbu	176
Magwe	284
Kyaukse	191
Meiktila	241
Yamèthin	749
Pyinmana	397
Total	8,706

SECTION II.

Controlling Agencies.

54. In June last Government sanction was received for the permanent employment of an Inspector of Schools and of six Deputy Inspectors. Mr. Wells, however, was not appointed till the 15th September 1890, and until the 18th June 1890 there were only two Deputy Inspectors' circles, each containing eight districts.

Mr. Wells's substantive appointment is that of Inspector of Schools, Western Circle, Lower Burma, but from the time of his appointment to the Department he has officiated as Inspector of Schools, Upper Burma.

From the 1st April to the 15th September 1890, when Mr. Wells took charge, the work of indigenous school inspection in Upper Burma by the Deputy Inspectors was directly supervised by the Director of Public Instruction, who also transacted all business in connection with Upper Burma.

Mr. Wells was for 198 days in charge of the Upper Burma Circle, 93 days being spent at headquarters on general work and 105 on inspection. Thirty days were spent in inspection at headquarters. The total number of inspections amounted to 223. He had in addition the entire work of conducting the annual 4th and 7th standard examinations, both of which are written examinations conducted by the Department.

The Inspector, it is hoped, will extend in the current year the work of the Department amongst the Shans and Chins.

55. The following statement shows the work of the various Deputy Inspectors of Schools :—

Name.	Circle.	Days in charge.	Days spent		Days on Inspection		Visits made.		Total inspection.
			At headquarters.	In districts.	At headquarters.	At districts.	At headquarters.	In districts.	
Maung Tha Do Kaung	Mandalay Town ...	177	177		128	...	578	...	578
Maung Môn	Mandalay, Kyaukse, and Myingyan districts.	365	136	229	19	219	117	1,379	1,496
Maung Po San ...	Bhamo, Katha, and Ruby Mines districts.	254	147	107	20	103	35	107	142
Maung Gyi .	Sagaing, Shwebo, and Ye-u districts.	274	81	193	33	184	188	1,161	1,349
Maung Taw Pru ...	Upper and Lower Chindwin districts.	226	87	139	17	114	56	442	498
Maung Tun Hla ...	Upper and Lower Chindwin districts.	31	12	19	2	19		29	29
Maung Tun	Minbu, Magwe, and Pakôkku districts.	243	91	152	8	136	27	726	753
Maung Myat Tun† .	Yamethin, Pyinmana, and Meiktila districts.	265	149	116	31	109	69	296	365

* Absent on privilege leave from 14th April to 13th July. | † Absent on privilege leave from 1st March.

56. The application for the inspection and registration of schools are so numerous that at present the Deputy Inspectors have scarcely time to pay more than one visit in the year to a school. Even with this economy of work it is impossible for them to visit all the schools in their circles. Flying visits from village to village are no doubt of some use, but a permanent impression on a school can be left by the Deputy Inspector only when he has time to look into the teaching of each school, point out its defects himself, give a few sample lessons to the pupils, show practically how the registers are to be kept and the text-books and apparatus to be used, and endeavour to instil system and life into a school.

At present each Deputy Inspector has three districts under his charge. It will not be possible just yet to let each district have its own Deputy Inspector, but the time has come for the appointment of a Sub-Inspector to each district. A Sub-Inspector could not only give at least two visits every year to each indigenous school, but he would be in close touch with the lugyis of each village as well as with the managers and pupils. He could give very great aid to the Deputy Inspector in exploiting each township, starting new schools, organizing those established, teaching the teachers, classifying pupils, and winning round the old school of native educationalists to consider without prejudice the new system.

57. *Maung Môn* was in charge of the Upper Burma First Circle, containing the districts of Bhamo, Katha, Ruby Mines, Mandalay, Kyauksè, Meiktila, Yamèthin, and Pyinmana, from the 1st April to the 18th June 1890. From that date up to the end of the year his inspection circle has been confined to the districts of Mandalay, Kyauksè, and Myingyan. Up to the 5th October 1890 Mandalay Town was under his charge. From the 6th of that month it was made a saparate charge and placed under Maung Tha Do Kaing.

During the year Maung Môn travelled 2,412 miles and made 1,496 inspection visits. He is an able officer and has done excellent work. His circle is an important one, and he has left few schools in it unvisited.

Maung Myat Tun was from the 1st to the 13th April 1890 in charge of the Second Circle, Upper Burma, comprising the districts of Ye-u, Shwebo, Sagaing, Upper and Lower Chindwin, Pakôkku, Magwe, and Minbu. From the 14th April to the 13th July 1890 he was on privilege leave. On the 18th June 1890 he was appointed Deputy Inspector of Schools, Yamèthin, Pyinmana, and Meiktila districts, and from the 14th July 1890 to the close of the year he remained in charge of that circle. His journeys amounted to 1,344 miles and he made in all 365 visits. His work has been satisfactory, and he has been successful in winning the confidence of the pôngyis and in getting them to introduce our system of education into their kyaungs.

Maung Tun was transferred on the 1st July 1890 from the Deputy Inspectorship of Henzada district to that of the Minbu, Magwe, and Pakôkku districts. His tours covered 1,434 miles and his inspection visits numbered 753. His work would be far more effective if he would pay more attention to the changes made from time to time in the curriculum and forms of the Department. Much of his work had to be done over again owing to his persistency in following the obselete standards of examination.

Maung Gyi, late a master in the Middle Department of the Rangoon College, assumed charge of the Deputy Inspectorship of the Sagaing, Shwebo, and Ye-u districts on the 1st July 1890. He travelled 2,274 miles and made 1,349 visits. He is a very promising officer and has submitted an interesting report. He has a very responsible charge, and he has shown much energy and discretion.

Maung Tun Hla, late Deputy Inspector of Schools, Rangoon Town, was appointed to officiate as the Chindwin Deputy Inspector with effect from the 1st March 1891. In his one month's service he has covered 540 miles and has made 29 visits.

Maung Po San, Deputy Inspector of the Tavoy and Mergui districts, took up the Deputy Inspectorship of the Bhamo, Katha, and Ruby Mines district

on the 21st July 1890. He has travelled 1,732 miles and made 142 visits. The low number of visits is owing to serious illness of the Deputy Inspector from fever for a month and-a-half. It should also be mentioned that the schools in the north of the province are few in number and far apart and that this officer's work of inspection was considerably interfered with by the unusually flooded state of the district, owing to which many villages were for some months inaccessible. The Deputy Inspector has displayed much zeal and intelligence in his work and his report is very creditable. He has picked up the Chin language.

Maung Tha Do Kaing was appointed to act as Deputy Inspector of Schools, Mandalay Town, on the 6th October 1890. His visits amount to 578. He has shown much aptitude for inspection work.

SECTION III.

University Education.

58. *Nil.*

SECTION IV.

Secondary Education.

59. The current year will see the registration of two schools, the Roman Catholic Mission Girls' school and the American Baptist Mission Boys' school at Mandalay, as high schools, these institutions having passed pupils at the 7th standard examination of 1890-91, who are to be presented for the 8th standard examination of the following year.

These two schools alone have reached the 7th standard, the 6th standard has been reached by the S. P. G. and the Wesleyan Mission Boys' schools of Mandalay, and the 5th standard by the Wesleyan Mission Boys' school, Pakôkku, the S. P. G. Mixed school, Shwebo, and the American Baptist Mission Mixed school, Myingyan. No vernacular schools teach up to any of the middle school standards. Of the one girls' and two mixed secondary schools only one school, the Roman Catholic Mission Girls' school, Mandalay, presented female candidates for examination under the Middle school standards.

60. The following statement gives the figures for the last two years of the number of secondary schools and their attendance and examination passes :—

Class of school.	1889-90.			1890-91.			1889-90.				1890-91.			
	Schools.	Pupils.	Average daily attendance.	Schools.	Pupils.	Average daily attendance.	Fifth standard.	Sixth standard.	Seventh standard.	Total.	Fifth standard.	Sixth standard.	Seventh standard.	Total.
Middle English.														
Aided under the Grant-in-aid Rules.	3	251	204	7	454	327	...	...	...	...	14	20	4	38

61. The following table shows the expenditure in schools of secondary instruction for boys only :—

Class of school.	Number of schools.	Number of pupils on the roll on the 31st March 1891.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure.		
					From Government funds.	From other sources.	Total.
High English.					Rs.	Rs.	Rs.
Maintained by the Department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards ...	...	...	...	...	...	...	...
Aided under the Grant-in-aid Rules of 1887.	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Middle English.							
Maintained by the Department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards ...	...	...	..	...	...	...	...
Aided under the Grant-in-aid Rules of 1887.	7	454	410	327	2,706	13,268	15,974
Total ...	7	454	410	327	2,706	13,268	15,974
Middle Vernacular.							
Maintained by the Department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards ...	...	...	...	...	...	...	...
Aided under the Grant-in-aid Rules of 1887.	...	...	...	...	...	...	...
Aided under the Rules for Indigenous Schools.	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Grand Total ...	7	454	410	327	2,706	13,268	15,974

As this is the first year in which these schools have received grants-in-aid I have not made any comparisons with the expenditure of the previous year, which was entirely met from private sources. Next year the comparison will be necessary.

62. Appended is a list of secondary schools and the number of pupils passed from each during the last two years.

Division.	District.	Name of school.	Total number in school.	1889-90.								1890-91.							
				Fifth Standard.		*Sixth Standard.*		*Seventh Standard.*		*Total.*		*Fifth Standard.*		*Sixth Standard.*		*Seventh Standard.*		*Total.*	
				Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.
Northern ...	Mandalay ...	R. C. M. Girls' school ...	50	...	...	...	...	...	...	...	...	1	1	6	6	4	3	11	10
	Ditto ...	A. B. M. Boys' school ...	72	...	...	...	..	9	...	9	...	8	2	8	8	6	1	22	11
	Ditto ...	S. P. G. Boys' school ...	112	...	...	...	...	3	...	3	...	12	4	3	1	...	...	15	5
	Ditto ...	E. W. M. Boys' school ...	94	...	...	...	...	2	...	2	...	12	4	5	5	...	...	17	9
	Shwebo ...	S. P. G. Mixed school ...	38	...	...	...	...	...	...	...	...	2	2	...	..	...	...	2	2
Southern ...	Pakôkku ...	E. W. M. Boys' school ...	56	...	...	...	...	...	...	...	...	1	1	...	...	...	...	1	1
	Myingyan ...	A. B. M. Mixed school ...	22	...	...	...	...	...	...	...	...	1	...	...	...	...	...	1	...
		Total ...	444	...	...	...	...	14	...	14	...	37	14	22	20	10	4	69	38

63. There has been an increase of 55 in the Middle department of these secondary institutions. Of the 69 pupils undergoing Middle school instruction only 55 were sent up for examination, 26 by the 5th standard, 23 by the 6th standard, and 6 by the 7th standard, the other being either absent from sickness or not qualified by attendance for presentation. It is satisfactory to find that passes by the 7th standard have been secured this year.

64. The new standards were introduced in 1890-91. In the preceding year the Middle schools were examined under the old Middle standard only. The result was that the pupils were sent up for the Middle school examination within a year of their passing the Upper Primary or 4th standard test, a process not possible under the new system. The large number of passes by the 6th standard is accounted for by the majority of the pupils having come from good schools in Lower Burma to join their parents in Mandalay, and it is also owing in a measure to the experience acquired by school-managers prior to the awarding inspection of their schools from the 7th standard examination which had been held in December as to the nature of the work to be done. On the other hand the comparative failure of the 5th standard pupils is due to many of them having been placed before the new system came into force in the 5th standard class without having passed or perhaps to avoid presentation for the 4th standard examination. The proper place in the school of all such candidates has now been adjusted by managers in consultation with the Inspector.

65. The 5th and 6th standard examinations were partly oral and partly written and were held locally. The 4th and 7th standard examinations were written ones and lasted from the 15th to the 18th December 1890 inclusive. They were conducted by means of printed papers and were of great service in comparing the work of schools for the purpose of their gradation, in testing the progress of pupils with a view to their more accurate classification, and in pointing out practically and forcibly to school-managers the faults of system and instruction in vogue in their schools. The examinations proved conclusively that as a general rule prior to December last the work of instruction was little supervised by European managers, but was left too much in the hands of their native subordinates and was accordingly poor and mechanical in the extreme; that the standards were not always followed; that some subjects of instruction were utterly neglected in favour of others by teachers and pupils, and that the candidates had learned their lessons merely by rote and had not been practised in examination work nor had revised periodically the work done by them in school.

66. On the conclusion of the written provincial examinations I held a meeting of Anglo-Vernacular school-managers in Mandalay. The results of the examination were considered, some of the answer-papers were inspected, and the procedure of examination and of preparation for examination papers was generally discussed. The outcome of this conference has been most satisfactory. The defects of organization and tuition have in most schools been remedied and on going on his rounds of awarding inspections in February and March last the Inspector was surprised to find what a change for the better had taken place in almost all of the schools. The managers are now taking a large share in the teaching of English throughout their schools, and it is hoped that beginning as they are almost from the beginning with their schools and their pupils they will turn out students able to read intelligently and to write intelligibly. The managers also see that it is imperative for their young untrained teachers to qualify themselves for their appointments by passing a teachers' certificate examination. The teachers themselves see this and in the hope of retaining their posts and improving their prospects for promotion, and also, it must be added, stimulated by the interest they are rapidly taking in their profession, they exhibit a keen and gratifying desire to acquaint themselves in detail with the rules of the department and to follow the suggestions offered by the Inspector in consultation with the managers.

67. The seven Middle schools of the upper province may here be noticed severally. The total number of pupils in them increased during the last year from 399 to 513; the increase of pupils, therefore, averages 29 per cent. The following points came to light in the course of their inspection.

68. In all schools the teaching of mental arithmetic had been neglected. In geography many pupils could not illustrate their definitions from the map. Natives of India in many cases had not been taught a second language, though they had acquired a little colloquial Burmese from intercourse with their Burma school fellows and though there was some probability of their settling for good in Burma. In Burmese the acquirements of the pupils were very uneven and in many cases surprisingly bad. The English composition of the pupils was full of faults, arising from want of practice, while punctuation was wholly overlooked. In some schools the examination showed that the pupils had been badly grounded and that many teachers not only require direction as to the method of their work but do not properly revise the work done in class. This is due in many cases to an insufficient teaching staff. It may be added with regard to Anglo-Vernacular instruction in general that managers who wish the natives to understand and to share with them the responsibility of education are beginning to see that by giving marks for home lessons, making primary pupils take places in class, and issuing periodical reports on progress and attendance, industry and regularity are produced and the parents are brought to take an active and constant interest in their children's intellectual development. The Burman is at present too apt to leave everything to his son's discretion and impassively to await the result. If the result is not good he puts the entire blame of course on the school.

69. The Inspector of Schools has submitted the following short reports on the secondary schools :—

Roman Catholic Mission St. Joseph's Convent Girls' School, Mandalay.—This institution contains three times as many female pupils as any other girls' school in Upper Burma and is also the only girls' school that teaches up to the 7th standard and provides boarding accommodation for European children. The number on the rolls has increased by 37 during the year. It is divided into three departments, the European department containing 54 pupils, 3 High, 12 Middle, and 39 Primary, 16 of whom are boarders, the Vernacular Native department containing 19 pupils and the Native Orphanage containing 45 Burmese girls, who have been adopted by the Mission. The school has been very successful in the past year. One of its pupils secured the English prize of Rs. 50 offered for public competition at the 7th standard examination. Here, as in other girls' schools in Burma, many children spend years in acquiring as an "accomplishment" a mere smattering of French which they rapidly forget after leaving school. They should be made to take up, if a knowledge of Burmese is not necessary, the alternative subjects of needlework and (in the first four standards) hygiene, or in the 5th, 6th, and 7th standards domestic economy. The course in domestic economy need not be wholly theoretical, interesting experiments in physics can be shown and useful lessons in cookery and general housework can be practically given. For the sake of the better class of paying-pupils, as well as for the purposes of instruction, the European department is shortly to be located in a separate building.

American Baptist Mission Boys' School, Mandalay.—There are 31 Middle and 45 Primary pupils and 21 boarders in this school, a pupil from which headed the list of successful candidates from schools in the upper province at the 7th standard examination. The number of free pupils is 9. This is the only large institution in Mandalay that has a sufficient teaching staff. The school acquitted itself well at the awarding examination, but more care should be devoted to the teaching of English grammar, geography, and geometry. A new school building is in course of construction, on the completion of which the present building will be used as a boarding house.

S. P. G. Boys' School, Mandalay.—This is the leading boys' school in Upper Burma. The number of pupils on the rolls has increased by 28 in the past year. There are now 22 scholars in the Middle and 92 in the Primary department. There are nine free pupils and 22 boarders The weak points of instruction are geography and geometry. The students are also poor in English and Burmese spelling. The Revd. L. L. Sullivan, M.A., has now assumed the sole super-

intendence of the school and takes an active part in its management. The Headmaster of this school, Mr. G. W. Hearn, deserves special mention for the energy and thoroughness of his work.

Wesleyan Mission Boys' School, Mandalay.—This school moved in the course of the year out of its temporary building in the town into its present quarters in the cantonments. Its numbers have risen by 9, there being20 in the Middle and 72 in the Primary department. There are two boarders. Evening preparation, held from 7 to 8 P.M., is attended by all the day-boys. The teaching staff requires strengthening: none of the assistant masters have passed any public examination above the Upper Primary standard. The school was at first in too great a hurry to progress. Its examination disclosed that there were many pupils who had been prematurely promoted and consequently very badly grounded.

S. P. G. All Saints Mixed School, Shwebo.—This school has advanced from the Upper Primary to the Middle stage in the course of the year and the number of its pupils has increased by 9. In the Anglo-Vernacular department there are 12 pupils (29 boys and 13 girls), of whom 5 boys and 11 girls are boarders, two of the boys being free pupils. Four boys are undergoing Middle and 25 boys and 13 girls Primary instruction. In the Vernacular department there are 8 girls, who are all boarders and free pupils. All of the girls, save one, who is an Eurasian, are also in a technical department in which weaving is taught. The school has a strong staff and is doing excellent work. Its growth, however, is gradual. This is due in part to religious instruction being made compulsory. It is also partly due to the fact that the native of Shwebo is raw and peculiarly "national" and suspicious as yet of the new system of education. The general progress of the students and the healthy tone of the school are in some measure attributable to the fact that the boys and girls are taught together. Association under proper supervision creates a keen emulation in work.

Wesleyan Mission Boys' School, Pakókku.—The progress last year of this school was most satisfactory. It has nearly trebled the number of its pupils, and has advanced from the 2nd to the 5th standard of instruction. In no school in Upper Burma have the results of examination been more uniformly good; while, at the provincial 4th standard examination the candidates from this school were in every subject far ahead of the other candidates, two of them obtaining scholarship passes, four being placed amongst the first six of the successful candidates, and one of them winning the English prize of Rs. 25 open to competition to the 15 schools that presented candidates for examination. The credit of this is largely due to the late Superintendent, the Rev. A. H. Bestall, who alone of all managers of Anglo-Vernacular schools in Upper Burma taught daily in his school throughout the year, undertaking in particular the teaching of English to all of the pupils. A substantial brick-building has been erected as a school-house. The pupils number 56, of whom 55 are in the Primary and one in the Middle department. There are two boarders, of whom one is a free pupil. Now that an appreciation of English education is beginning to spread abroad, the primary classes no longer contain youths averaging 16 or 17 years of age, but little boys whom it is possible to train up soundly and methodically to the higher standards. As there is a popular demand for the admission of girls to this school, a Vernacular Girls' department will before long be opened and placed under the care of a certificated Burmese School Mistress. This school and the S. P. G. school at Shwebo are the best district schools as regards the provision of an ample and efficient teaching staff and the outturn of sound work.

American Baptist Mission Mixed School, Myingyan.—The illness of the Superintendent necessitated the temporary closing of this school last year. The increase of pupils is therefore only two. Of the 20 boys and 3 girls in the school only one boy is in the Middle department. Three of the boys are boarders, of whom two are free pupils. The students are accommodated in the Mission-house, the funds of the Mission not permitting of the construction of a school building. They are backward in spelling, while their reading lacks fluency and accuracy.

SECTION V.

PRIMARY INSTRUCTION.

70. The following statement compares the statistics of public primary schools for the past two years :—

Class of institution.		Number of Primary schools or Primary department of Middle schools under inspection.		Number of pupils in attendance.		Number of pupils passed: Upper Primary examination.		Number of pupils passed: Lower Primary examination.	
		1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.
Public institutions under public management.		2	...	58	...	...	...	...	...
Public institutions under private management.		20	22	657	806	...	50	...	98
Indigenous schools, aided.	Burmese	...	420	...	8,901	...	...	...	116
	Mahomedan	...	1	...	36	...	...	...	9
	Manipurian	...	2	...	60	...	...	...	...
Total ...		22	445	...	9,803	...	50	...	218

The decrease of two in public schools under public management arises from the closing of the Minbu and Pakôkku Municipal schools, the former being, as has been stated, unnecessary for want of genuine popular patronage, and the other being in addition prejudicial to private enterprize.

The public institutions under private management are all Anglo-Vernacular Mission schools. They show an increase of 2 and pupils 149. The actual increase is three schools, one of the new schools taking the place of the English Wesleyan Mission Girls' school at Mandalay, which has been closed. The increase is owing to the establishment of new Anglo-Vernacular schools by the Roman Catholic Mission and the American Baptist Mission at Pyinmana and one by the S. P. G. Mission at Myitha. The S. P. G. Mission has started also an Anglo-Vernacular Primary school at Pyinmana, but as the institution was opened only in April 1891 it is not included in the statistics of the year under report.

The particulars relating to indigenous schools given in the table published on page 7 of last year's report were entirely for unaided schools. There were no aided indigenous schools last year. In conformity with the practice observed in preparing this table for the Lower Burma Report, the particulars given in the above table have been confined exclusively to aided schools. No comparison is therefore made as to the causes for the increases in the various classes of Indigenous schools. This will be done next year.

The Vernacular Mission schools, of which there are 8 with 211 pupils, have been brought on to the roll of Public Institutions for the first time, as they now teach arithmetic in addition to vernacular to qualify themselves for and under the Indigenous School Rules. They have been included under the head of Burmese schools.

No registered vernacular institution has yet reached the 4th standard of instruction, although the Anglo-Vernacular institutions are teaching up to the 8th standard. Vernacular pupils, however, are expected to be presented for the Provincial 4th Standard examination of 1891-92.

71. The following table shows the divisions and districts in which the above schools are at work :—

Division	District.	Municipal.	Missionary.	Indigenous.				Total for 1890-91.	Total for 1889-90.
				Burmese.		Manipurian.	Moslem.		
				Monastic.	Lay.				
Northern	Mandalay ...	...	9	53	67*	2	1	132	
	Bhamo ...	...	2	39	6*	..	...	47	...
	Katha ...	...	...	6	3	...	.	9	..
	Ruby Mines ...	...	...	5	3	...	...	8	...
	Shwebo ...	...	1	11	3*	...	...	15	...
Central	Ye-u ...	..	..	12	1	...	...	13	...
	Sagaing ...	...	2	43	11*	...	...	56	...
	Lower Chindwin	...	...	3	12	..		15	
	Upper Chindwin ...	...	...	6	1	...	...	7	...
Southern	Myingyan ...	...	2	6	8	...	..	16	.
	Pakôkku ...	...	1	5	4	...	...	10	...
	Minbu ...	...	...	6	6	...	....	12	...
	Magwe ...	...	...	9	10		. .	19	...
Eastern	Kyaukse ...	...	2	9	7	.	...	18	...
	Meiktila ...	...	..	10	2	...	.	12	...
	Yamèthin ...	...	1	30	5	..	...	36	...
	Pyinmana ...	...	2	14	4	..	...	20	...
Total	For 1890-91 ...	..	22	267	153	2	1	445	...
	For 1889-90 ...	2	20		...	...		.	22
For 1890-91	Increase ...	...	2	267	153	2	1	445	...
	Decrease ...	2	...		...	..	...	...	22

* Mandalay, Bhamo, and Shwebo include one Burmese Missionary school each, Sagaing includes five of the same class.

A.—*Non-Indigenous Institutions.*

72. The following table gives the results for the last two years of the examination of the registered aided Anglo-Vernacular Primary schools in Upper Burma :—

Division.	District.	Name of school	1889-90.										1890-91.										Results of the 2nd and 4th standard examinations taken together.
			First Standard.		Second Standard.		Third Standard.		Fourth Standard		Total.		First Standard.		Second Standard.		Third Standard.		Fourth Standard.		Total.		
			Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	
Northern	Mandalay	R. C. M. Girls' ...	43	...	8	1	...	...	6	1	57	2	21	4	5	4	5	5	8	5	39	18	+7
		A. B. M. Boys' ...	26	...	19	4	3	...	20	9	68	13	19	6	4	4	11	3	16	9	50	22	...
		S. P. G. Boys' ...	25	...	42	5	...	...	17	8	84	13	48	13	23	15	14	4	12	8	97	40	+10
		E. W. M. Boys' ...	44	...	20	8	5	...	14	2	83	10	30	5	16	5	13	3	18	4	77	17	−1
		R. C. M. Boys' ...	31	...	7	...	...	...	6	...	44	...	12	2	6	1	6	1	9	...	33	4	+1
		R. C. M. Anglo-Tamil ...	...	...	...	...	...	...	...	...	...	...	8	...	3	...	7	...	...	...	18	...	...
		A. B. M. Burmese Girls' ...	7	...	...	...	...	...	2	...	9	...	9	3	1	1	...	...	3	2	13	6	+3
		A. B. M. Eurasian Girls' ...	5	...	5	...	...	...	...	...	10	...	5	3	3	1	2	1	...	...	10	5	+1
		A. B. M. Mixed Infant ...	24	...	10	2	...	...	...	...	34	2	15	6	4	3	2	...	...	...	21	9	+1
		S. P. G. Boys', Madaya ...	4	...	5	2	...	...	...	...	9	2	6	3	...	...	5	5	...	...	11	8	−2
	Shwebo	S. P. G. Mixed ...	20	...	7	4	...	...	2	2	29	6	16	7	10	7	8	7	2	2	36	23	+3
		R. C. M. Boys' ...	...	...	...	...	...	...	...	...	...	...	3	...	...	...	...	...	...	...	3	...	...
	Bhamo	A. B. M. Kachin Mixed ...	25	...	8	4	...	...	...	...	33	4	...	...	...	...	...	...	...	...	...	...	−4
		R. C. M. Boys' ...	13	...	10	...	...	...	...	...	23	...	...	...	...	...	...	...	...	...	...	...	...
Central	Sagaing	A. B. M. Mixed ...	11	...	12	6	...	...	...	...	23	6	19	5	10	5	4	3	3	2	36	15	+1
		R. C. M. Mixed, Nabet ...	20	...	18	...	...	...	...	...	38	...	27	18	10	6	7	6	8	2	52	32	+8
Southern	Myingyan	A. B. M. Mixed ...	...	...	17	7	...	...	2	1	19	8	8	5	5	3	6	4	2	1	21	13	−4
		R. C. M. Boys' ...	22	...	6	...	...	...	...	...	28	...	2	...	11	6	...	...	3	...	16	6	+6
	Pakôkku	Municipal school ...	19	...	18	11	...	...	...	...	37	11	...	...	...	...	...	...	...	...	...	...	−11
		E. W. M. Boys' ...	9	...	10	6	...	...	1	1	20	7	23	10	13	6	7	6	12	10	55	32	+9
	Minbu ...	Municipal school ...	28	...	6	...	...	...	...	...	34	...	...	...	...	...	...	...	...	...	...	...	...
Eastern	Kyaukse	E. W. M. Boys' ...	12	...	4	2	...	...	...	...	16	2	10	3	6	5	2	1	1	1	19	10	+4
		R. C. M. Mixed ...	...	...	...	...	...	...	...	...	...	...	15	...	...	...	...	...	...	...	15	...	...
		S. P. G. Mixed ...	...	...	...	...	...	...	...	...	...	...	13	8	...	...	...	...	...	...	13	8	...
	Meiktila ...	A. B. M. Mixed ...	...	...	...	...	...	...	...	...	...	...	8	...	1	...	...	...	...	...	9	...	...
	Yamèthin	R. C. M. Boys' ...	16	...	18	...	...	...	...	...	34	...	20	6	16	11	...	...	8	2	44	19	+13
		B. S. Railway Mixed ...	...	...	...	...	...	...	...	...	...	...	6	...	6	...	2	...	4	...	18	...	...
	Pyinmana	R. C. M. Boys' ...	...	...	...	...	...	...	...	...	...	...	8	3	14	3	...	...	...	...	22	6	+3
		A. B. M. Boys' ...	...	...	...	...	...	...	...	...	...	...	10	4	11	7	12	6	3	2	36	19	+9
		Total ...	404	...	250	62	8	...	70	24	732	86	361	114	178	93	113	55	112	50	764	312	+57

It will be seen that the Primary pupils in the Anglo-Vernacular schools have increased by 4·4 per cent. during the last year.

The table shows conclusively how the introduction of the 7th standard has checked the indiscriminate presentation of pupils for the Upper Primary examination within a year of their having passed the Lower Primary. Of 177 pupils presented 114 passed by the 1st standard, 93 out of 122 presented by the 2nd standard, 55 out of 91 presented by the 3rd standard, and 50 out of 85 presented by the 4th standard.

73. The following statement gives the nationality of the candidates presented and passed at the Anglo-Vernacular Standard examination :—

Examination.	Europeans and Eurasians.		Burmese.		Natives of India.		Chinese.		Karen.		Shan.		Total.	
	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.
First Standard	31	17	122	88	37	17	7	3	1	1	1	1	199	127
Second Standard	9	9	91	72	20	15	1	1	1	1	...	..	122	98
Third Standard	12	7	72	38	5	5	2	2	...	...	...	...	91	52
Fourth Standard	7	7	67	37	9	6	2		...	...	...	...	85	50
Fifth Standard	3	3	25	15	1	1	1	1	...	...	1	1	31	21
Sixth Standard	8	7	14	12	1	1	...	.			...	.	23	20
Seventh Standard	4	4	2	...	...	...	1	...		.	...	.	7	4
Total ...	74	54	393	262	73	45	14	7	2	2	2	2	558	372
Percentage of passes to number presented.	73		67		62		50		100		100		67	

74. The 4th standard examination was a provincial one held simultaneously with the 7th standard examination at various district centres in Upper Burma. Of 85 Anglo-Vernacular candidates (75 boys and 10 girls) who appeared for examination, 50 (43 boys and 7 girls) passed and 35 failed. No candidate appeared for the Vernacular 4th standard examination. The candidates ranged in age from 10 to 18; the average age was 15. The candidates were with the exception of those from the Wesleyan Mission Boys' school, Pakôkku, weak in English grammar and spelling. They were backward, too, in mental arithmetic and in geography. The reason that the boys at the Mission school at Pakôkku were immeasurably superior in the subject of English and in their other subjects as well to the other candidates was that the manager of that school, the Rev. A. H. Bestall, was the only Anglo-Vernacular School Superintendent who had up to that time taken a regular share in the work of instructing his pupils. Geography, drawing, hygiene, and needlework have been the optional subjects taken up by Primary pupils. In the current year at many schools the pupils are to be given Object lessons. These more than anything else set the child thinking and test the assistant master's ability for research and lucid teaching. In future the papers set at the Anglo-Vernacular 4th standard examination will be in English and in Burmese, and candidates will be allowed to answer the questions at their option in English or in their own vernacular.

75. The minimum rate of schooling fee for Anglo-Vernacular instruction is Re. 1, save at the Roman Catholic Mission Boys' school, Mandalay, the S. P. G. Boys' school, Madaya, the Roman Catholic Mission Mixed school, Nabet, the Wesleyan Mission Boys' school, Kyauksè, and the American Baptist Mission and Roman Catholic Mission Boys' schools at Pyinmana. At each of these schools the Lower Primary fee is 8 annas, while at the S. P. G. Mixed school, Myitha, it is 6 annas. There is no reason why the fee should not be raised to the usual rate in the Mandalay, Kyauksè, and Pyinmana schools.

Anglo-Vernacular schools charging such low fees compete unfairly with the Indigenous schools. As in Lower Burma, the minimum fee in an Anglo-Vernacular school should be Re. 1.

76. In the following paragraphs more detailed information is given of the condition of the Anglo-Vernacular Primary schools:—

R. C. M. St. Peter's Boys' School, Mandalay.—This school has unfortunately retrograded at a time when the local boys' schools of three other Missions are rapidly gaining a prestige of their own. It shows conclusively that European supervision is indispensable to make an Anglo-Vernacular school a success. The teaching staff was both insufficient and inefficient, but some improvement in the school may be expected now that the Rev. E. Fercot has undertaken its management. At the annual examination it was found that the school registers had not been kept, that home lesson-books and general exercise-books were not in use, that geography was taught without map-drawing, and that both Lower Primary classes, in which every boy requires individual and constant attention, if the class has to progress equally and the teaching be generally intelligible, were left to a raw young native teacher. The school certainly meets a want, and it should not be starved in order to feed in excess the sister institution for female education. The Primary schooling-fee is 8 annas. It should be raised to Re. 1 to be uniform with the minimum fee charged in the other schools in Mandalay for Anglo-Vernacular instruction.

The R. C. M. Anglo-Tamil School, Mandalay, has only recently been established and had last year no candidates presentable for examination. It is in charge of a Tamil catechist, who is assisted by his wife. Twelve of the pupils are boys and six girls.

A. B. M. Burmese Girls' School, Mandalay.—The number on the rolls has increased by 4; all 14 pupils are boarders, 3 being free. They are accommodated in the house of the Superintendent of the Baptist Mission in Mandalay. The school is progressing steadily, and is well supported by the better class of Burmans. A pupil from this school headed the list of successful candidates from all the schools in Upper Burma at the 4th standard examination,

obtaining a scholarship pass. The institution will in the near future undertake the training of female teachers.

A. B. M. European Girls' School, Mandalay.—This institution was transferred last year from its temporary quarters in 22nd Road into the Vestry-room of the Judson Memorial Baptist Church. It contains 10 girls and 9 boys, of whom 2 girls live as boarders in the house of the Superintendent of the local Mission. Burmese, even with those of semi-Burmese parentage, was the stumbling block of the pupils in the examination. A lady teacher is on her way from America to take over the control of the school and thus permit of the present Superintendent, Miss Edmunds, devoting herself exclusively to the management of her very important charge, the local A. B. M. Boys' school.

A. M. B. Mixed Infant School, Mandalay.—There are 13 boys and 5 girls in this school. Of the 18 pupils, 12 were Burmese and 6 natives of India. The school has decreased by 13. The decrease is assigned to the migratory character of the native of India. It is chiefly due to the insufficiency of the teaching staff and to the inability of the Superintendent to undertake class work at this school in addition to her management of the A. B. M. Burmese Girls' school. A Tamil teacher is needed for the natives of India, who are ignorant of Burmese and cannot follow a teacher unacquainted with either Hindustani or Tamil. Throughout the school the English is very indifferent. *It may be recorded that two Burmese boys are kept at this school at the expense of a pôngyi, who intends to make use of them afterwards as teachers in his kyaungs.*

S. P. G. Boys' School, Madaya.—There were 12 boys on the rolls, an increase of three on the preceding year's number. One was a free pupil. The school was closed on the 1st April 1891 as it was too near Mandalay to provide an attractive Anglo-Vernacular education while there were good and flourishing indigenous schools in the locality.

R. C. M. Boys' School, Shwebo.—This school was of too recent establishment to send up pupils for examination, and so need not be noticed in the present report.

R. C. M. Boys' School, Bhamo.—This school was closed for the last three months of the year owing to the transfer of the Superintendent, the Rev. E. Fercot, to the charge of the Roman Catholic Mission Boys' school, Mandalay. It is now under the management of the Rev. P. A. Duhand, assisted by the Rev. A. Martin, and contains 20 students, of whom 11 are boarders and 14 free pupils. The school is not a success.

A. B. M. Mixed School, Sagaing.—The work of this school is chiefly of an evangiletic character, and it is in consequence unpopular with the people, who have asked for the establishment of an unsectarian school. It contains 28 pupils (21 boys and 7 girls) as against 23 in the year preceding. The majority are the children of Lower Burmans and of natives of India. There is one free pupil—a boarder. The results of the annual examination were not satisfactory. The children throughout the school were very weak in English, but this always occurs where the classes exceed the teachers in number.

R. C. M. Mixed School, Nabet.—This institution has two departments—the Anglo-Vernacular, which contains 52 boys, and the Vernacular with 38 boys and 15 girls. During the year the total number has increased by 4. Thirty-seven of the boys are boarders and along with 6 days-scholars, free pupils. No schooling-fee is levied in the Vernacular department, which is under the control of a Burmese mistress. For the Anglo-Vernacular department there is, besides the Superintendent, who is frequently absent on parochial duty, only one untrained Burmese teacher. With such an undermanned staff it is unnecessary to state that the pupils are very indifferent in almost all of their subjects. The mistress has passed no public test and the master failed to pass the last 4th standard examination A new combined school and Mission-house is shortly to be constructed at the expense of an old pupil of the school. This will be used for the Anglo-Vernacular department; the vernacular pupils will be accommodated in the present school-building, and will then be put in charge of the Rev. Father Tobias, a priest from Minhla.

The R. C. M. Boys' School, Myingyan, has made no progress owing to its lack of teaching power and to the continual change of Superintendent it has been subjected to since its establishment. The priest in charge can find little time for supervising the work of the school, as the Minbu and Pakôkku districts, as well as the Myingyan district, come within the sphere of his evangelistic duties. There are on the rolls 16 boys as against 28 last year, and there are 6 free pupils, of whom 4 are boarders. English and Burmese, it was found at the annual examination, had been quite neglected in the school, while there was much inaccurate haste in arithmetic.

Wesleyan Mission School, Kyaukse.—The school-house, with separate accommodation for two resident masters, was completed in May 1890. Twenty-one boys are on the rolls as against 16 in the preceding year. Of this number three are free pupils. The meagre support locally accorded the school and the abnormal fluctuation of pupils are due to the want of constant European supervision, if not of European instruction

R. C. M. Mixed School, Kyaukse.—This school has only been recently started and was not able to present pupils for examination in the year under review. It draws, for the purpose of Anglo-Vernacular instruction, a supply of picked pupils from the vernacular school of the Mission at Sigôn. The Headmaster, a Eurasian, teaches the boys, while the girls are taught by his wife, a young Burmese woman, who received Anglo-Vernacular instruction in Lower Burma, and is working with a view to obtaining a vernacular teacher's certificate. The school is located at present in a zayat, but a proper building for it is shortly to be erected.

S. P. G. Mixed School, Myitha.—Thirteen boys and 4 girls attend this school. Three boys, whose parents live at some little distance from Myitha, are received as weekly boarders by the headmaster. A married Burmese woman of 20 years of age attended the school for nearly five months to learn English, her husband having been taught that language at a school in Lower Burma.

A. B. M. Mixed School, Meiktila.—There are 8 boys and 1 girl in this school. Owing to the recent foundation of which no pupils were ripe for examination last year. The school is under the management of the Rev. J. Packer, D.D., late Principal of the Rangoon Baptist College, who is assisted by Mrs. Packer, an excellent Burmese scholar, aided by a trained Burmese mistress. The children are for the present accommodated in the Mission-house.

R. C. M. Boys' School, Yamèthin.—There are 43 registered pupils as against 34 in the previous year in this institution, of whom 3 are free pupils. The results of the annual examination are creditable, seeing that the Superintendent, the Rev. O. Haysman, has had for the greater part of the year to undertake the management of the Raman Catholic Mission school at Pyinmana as well as of this school, and has had, in addition, to carry on his Missionary labours in a circle comprising both the Meiktila and Yamèthin districts and, until lately, Pyinmana district as well. The school has won for itself strong support from all classes and all nationalities, and it is proposed to open shortly a girls' vernacular department in compliance with the repeated request of the people.

Railway Anglo-Vernacular Mixed School, Yamèthin.—This school was established in 1890 by Mrs. St. John Hewett to provide education for the children of the Railway employés. From the 1st January 1891 its management passed into the hands of a Committee of Railway Officials who appointed a Head Mistress and Assistant Mistress to the school, located it in one of the railway bungalows, and meet any deficit in the cost of its maintenance out of the Railway Fine Fund. It contains 12 boys and 6 girls, of whom 6 are Europeans and Eurasians and 10 natives of India.

The R. C. M. Boys' School, Pyinmana, has suffered much in the course of the year from the frequent re-distribution of the Roman Catholic clergy over the northern diocese. No less than three Superintendents have been posted to it since its establishment on the 1st August 1890, and, of these, two came to the school having no knowledge of the English and Burmese languages. The late Headmaster was just before the annual examination of the school

attracted by an offer of more pay to a clerkship in one of the public offices. Despite these drawbacks the school is holding its own with the rival institutions of the two other Missions in Pyinmana. The number at present on the rolls is 25, of whom 8 are Burmans and 17 natives of India. Spelling was the weak point with the pupils in the examination, and, as regards their reading, they had evidently not been practiced in giving in their own words the purport of the passage read. The new school building was completed during the year. As soon as funds permit, accommodation will be provided for the priest within the precincts of the school, and the present Mission-house will be turned into a Convent school, there being keen demand amongst the natives here for the education of their daughters as well as of their sons.

A. B. M. Boys' School, Pyinmana.—Founded in September 1890. This institution has made rapid progress. A commodious building has been set up in the heart of the town and 46 pupils are in attendance. The Superintendent at present resides in Toungoo, but proposes shortly to settle in Pyinmana, open a boarding department in the boys' school, and start a vernacular school for girls.

The *S. P. G. Mixed School, Pyinmana,* is not noticed in this report, as it was opened since the close of the year under review.

(*B*) Indigenous Schools.

77. In Upper Burma the only conditions of the recognition of an indigenous institution as a public school in the year under review was that the school should have an average attendance of at least six pupils. This condition will remain in force until the close of the current year. From the beginning of next year no school will be eligible for aid unless it has an average attendance of at least 12 pupils and a working session of at least four months in the year, and has at least four pupils able to read and write their vernacular by the 2nd standard. This, it is hoped, will stimulate managers to make their schools efficient and to take pains in preparing their pupils for examination.

78. The following is a statistical summary of indigenous Burmese schools for 1890-91 :—

Statistical Summary of Indigenous Burmese

Division.	District.	Class of Institution.	SCHOOLS UNDER INSPECTION.								
			Number of Institutions.				Attendance.			Number of schools.	Attendance.	
			At the beginning of the year.	Brought on inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Boys.	Girls	Total.		Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Northern.	Mandalay ...	Monastic	225	255	19	461	5,777	...	5,777	53	890	...
		Lay	93	38	4	127	1,534	1,469	3,003	67	1,086	1,006
		Total ...	318	293	23	588	7,311	1,469	8,780	120	1,976	1,006
	Bhamo ...	Monastic	13	34	...	47	718	.	718	39	649	...
		Lay	2	4	...	6	66	62	128	6	66	62
		Total ...	15	38	...	53	784	62	846	45	715	62
	Katha ...	Monastic	4	7	1	10	136	...	136	6	111	...
		Lay	2	1	...	3	18	14	32	3	18	14
		Total ...	6	8	1	13	154	14	168	9	129	14
	Ruby Mines ...	Monastic	...	7	...	7	80	...	80	5	58	...
		Lay	...	4	...	4	31	24	55	3	30	19
		Total . .		11	...	11	111	24	135	8	88	19
	Shwebo ...	Monastic	9	100	...	109	1,105	...	1,105	11	115	...
		Lay	2	4	...	6	18	32	50	3	8	23
		Total ...	11	104	...	115	1,123	32	1,155	14	123	23
Central.	Ye-u ...	Monastic	10	41	...	51	528	...	528	12	142	...
		Lay	...	1	...	1	20	1	21	1	20	1
		Total ...	10	42	...	52	548	1	549	13	162	1
	Sagaing ...	Monastic	14	368	...	382	5,931	...	5,931	43	872	...
		Lay	4	27	...	31	267	303	570	11	126	149
		Total ...	18	395	...	413	6,198	303	6,501	54	998	149
	Lower Chindwin ...	Monastic	15	311	...	326	4,512	...	4,512	3	64	...
		Lay	4	16	...	20	107	300	407	12	77	171
		Total ...	19	327	...	346	4,619	300	4,919	15	141	171
	Upper Chindwin ...	Monastic	5	43	...	48	538	...	538	6	77	...
		Lay	...	3	...	3	19	25	44	1	1	12
		Total ...	5	46	...	51	557	25	582	7	78	12
Southern.	Myingyan ...	Monastic	39	435	1	473	6,823	...	6,823	6	203	...
		Lay	8	14	...	22	86	269	355	8	32	113
		Total ...	47	449	1	495	6,909	269	7,178	14	235	113
	Pakôkku ...	Monastic	31	51	2	80	1,195	...	1,195	5	107	...
		Lay	6	6	1	11	150	100	250	4	82	36
		Total ...	37	57	3	91	1,345	100	1,445	9	189	36
	Minbu ...	Monastic ...	40	101	1	141	2,317	...	2,317	6	171	...
		Lay	3	9	...	12	88	149	237	6	52	99
		Total ...	43	111	1	153	2,405	149	2,554	12	223	99
	Magwe ...	Monastic	13	81	1	93	1,636	...	1,636	9	193	...
		Lay . .	4	14	...	18	93	101	194	10	43	63
		Total ...	17	95	1	111	1,729	101	1,830	19	236	63
Eastern.	Kyaukse ...	Monastic	5	183	2	186	2,318	..	2,318	9	175	...
		Lay	4	8	...	12	78	110	188	7	67	69
		Total ...	9	191	2	198	2,396	110	2,506	16	242	69
	Meiktila ...	Monastic	26	11	1	36	543	.	543	10	228	...
		Lay	1	2	...	3	3	36	39	2	2	30
		Total ...	27	13	1	39	546	36	582	12	230	30
	Yamêthin ...	Monastic ...	15	107	1	121	2,072	6	2,078	30	676	6
		Lay . .	4	3	.	7	47	94	141	5	36	83
		Total ...	19	110	1	128	2,119	100	2,219	35	712	89
	Pyinmana ...	Monastic	17	27	1	43	661	..	661	14	314	...
		Lay	6	5	1	10	108	110	218	4	96	58
		Total ...	23	32	2	53	769	110	879	18	410	58
	For 1890-91 ...	Monastic	481	2,103	30	2,614	36,690	6	36,696	267	5,045	6
		Lay	143	159	6	296	2,733	3,199	5,932	153	1,842	2,008
		Total 1890-91 ...	624	2,322	36	2,910	39,623	3,205	42,828	420	6,887	2,014

Schools for the official year ending 31st March 1891.

AIDED INSTITUTIONS.													UNAIDED INSTITUTIONS.			
Numbers of pupils who have passed						Direct expenditure from Public Funds.								Attendance.		
Middle School examination.		*Upper Primary School examination.*		*Lower Primary School examination.*						*Details of amounts in column 23.*						
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial.	Local cess funds.	Municipal funds.	Total.	Results-grants.	Salary-grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
...	...	...	...	9	...	862	...	...	862	732	130	...	408	4,887	...	11·50
...	...	...	...	22	2	2,266	...	...	2,266	2,137	129	...	60	448	403	52·76
...	...	...	...	31	2	3,128	...	...	3,128	2,869	259	...	468	5,335	403	20·41
...	...	...	...	0	...	768	...	...	768	768	...	...	8	69	...	82·98
...	...	...	...	...	1	136	...	...	136	136	...	...	...	...	...	100·00
...	...	...	...	6	1	904	...	...	904	904	...	...	8	69	...	84·90
...	...	...	...	...	...	143	...	...	143	143	...	...	4	25	...	60·00
...	...	...	...	...	...	47	...	...	47	47	...	...	...	...	...	100·00
...	...	...	...	...	...	190	...	...	190	190	...	...	4	25	...	69·23
...	...	...	...	...	...	76	...	...	76	76	...	...	2	22	...	71·43
...	...	...	...	...	...	83	...	...	83	64	19	...	1	1	5	75·00
...	...	...	...	...	...	159	...	...	159	140	19	...	3	23	5	72·73
...	...	...	...	...	...	72	...	...	72	72	...	...	98	990	...	10·09
...	...	...	...	...	...	66	...	...	66	60	...	...	8	10	9	50·00
...	...	...	...	...	...	138	...	...	138	138	...	...	101	1,000	9	12·17
...	...	...	...	...	...	125	...	...	125	85	40	...	39	386	...	23·53
...	...	...	...	...	...	23	...	...	23	23	...	...	...	...	...	100·00
...	...	...	...	...	...	148	...	...	148	108	40	...	39	386	...	25·00
...	...	...	...	17	...	956	...	...	956	872	84	...	339	5,059	...	11·20
...	...	...	...	1	2	274	...	...	274	274	...	...	20	141	154	35·48
...	...	...	...	18	2	1,230	...	...	1,230	1,146	84	...	359	5,200	154	13·07
...	...	...	...	8	...	250	...	...	250	102	148	...	823	4,448	...	·92
...	...	...	...	...	...	533	...	...	533	443	90	...	8	30	129	60·00
...	...	...	...	8	...	783	...	...	783	545	238	...	331	4,478	129	4·34
...	...	...	...	5	...	108	...	...	108	108	...	...	42	461	...	12·50
...	...	...	...	...	...	24	...	...	24	24	...	...	2	18	18	33·33
...	...	...	...	5	...	132	...	...	132	132	...	...	44	479	18	13·72
...	...	...	...	...	...	103	...	...	103	103	...	...	467	6,020	...	1·27
...	...	...	...	5	...	361	...	...	361	244	117	...	14	54	156	86·36
...	...	...	...	5	...	464	...	...	464	347	117	...	481	6,074	156	2·83
...	...	...	...	...	...	65	...	...	65	65	...	...	75	1,088	...	6·25
...	...	...	...	...	...	134	...	...	134	134	...	...	7	68	64	36·36
...	...	...	...	...	...	199	...	...	199	199	...	...	82	1,156	64	9·89
...	...	...	...	...	...	63	...	...	63	63	...	...	135	2,146	...	4·25
...	...	...	...	...	...	307	...	...	307	113	194	...	6	36	50	50·00
...	...	...	...	...	...	370	...	...	370	176	194	...	141	2,182	50	7·84
...	...	...	...	...	...	124	...	...	124	124	...	...	84	1,443	...	9·68
...	...	...	...	...	...	110	...	...	110	110	...	...	8	50	38	55·56
...	...	...	...	...	...	234	...	...	234	234	...	...	92	1,493	38	17·12
...	...	...	...	...	...	112	...	...	112	112	...	...	177	2,143	...	4·84
...	...	...	...	...	...	90	...	...	90	79	11	...	5	11	41	58·33
...	...	...	...	...	...	202	...	...	202	191	11	...	182	2,154	41	8·08
...	...	...	...	1	...	214	...	...	214	214	...	...	20	315	...	27·78
...	...	...	...	...	...	27	...	...	27	27	...	...	1	1	6	66·67
...	...	...	...	1	...	241	...	...	241	241	...	...	27	316	6	30·77
...	...	...	...	11	...	576	...	...	576	576	...	...	91	1,396	...	24·79
...	...	...	...	5	8	465	...	...	465	173	292	...	2	11	11	71·43
...	...	...	...	16	8	1,041	...	...	1,041	749	292	...	93	1,407	11	27·34
...	...	...	...	...	...	238	...	...	238	238	...	...	29	347	...	32·56
...	...	...	...	13	...	159	...	...	159	159	...	...	6	12	52	40·00
...	...	...	...	13	...	397	...	...	397	397	...	...	35	359	52	38·96
...	...	...	...	57	...	4,855	...	...	4,855	4,453	402	...	2,347	31,845	...	10·21
...	...	...	...	46	13	5,105	...	...	5,105	4,253	852	...	143	891	1,191	51·69
...	...	...	...	103	13	9,960	...	...	9,960	8,706	1,254	...	2,490	32,736	1,191	14·43

79. The followiug table gives the general statistics of the registered aided indigenous schools for 1890-91:—

Kind of school.	1889-90.		1890-91.	
	Schools.	Pupils.	Schools.	Pupils.
Burmese	...		420	8,901
Mahomedan	...	...	1	36
Manipurian ...	...	...	2	60
Total ...	..	...	428	8,997

The superiority of the average lay school over the average monastic school is shown by 267 monastic schools having earned Rs. 4,453 or on an averaeg Rs. 17 each, while 153 Burmese lay schools earned Rs. 4,253 or on an average Rs. 28 each. As regards the other classes of lay schools, one Mahomedan school earned Rs. 65, and two Manipurian schools earned Rs. 45 or on an average Rs. 22-8-0 each. In respect of the number of pupils the preceding tables show that wherever there has been a decrease in monastic schools there has been an increase in lay schools.

80. This is a fitting place to notice in detail the results of the extension of the Salary-grant Scheme to indigenous schools in Upper Burma.

81. The following table shows the schools in which certificated assistant teachers are at work :—

Division.	District.	Locality.	Name of School-manager.	Name of certificated Assistant teacher.	Grade.
Northern.	Mandalay ...	Town ...	Maung Tôk ...	Maung Po Tha ...	II
	do. ...	do. ...	Pôngyi U Nanda ...	Maung Paw ...	II
	do. ...	do. ...	Maung O ...	Maung Amyida ...	IV
	do. ...	do. ...	Maung Aung Gyi ...	Maung Ba ...	IV
	do. ...	do.	Maung Shwe Ngun	Maung Tun Gyaw U...	III
	do. ...	do. ...	Maung Po Gaung ...	Maung Po Tha ...	IV
Central.	Ruby Mines ...	Mogôk ...	Maung Tun Lin ...	Maung Po Kin ..	II
	Ye-u ...	Town ...	Pôngyi U Thumana ...	Maung Po Tha ...	IV
	Sagaing ...	do. ...	Pôngyi U Ayeindama..	Maung San Baw ...	IV
	do. ...	do. ...	Maung Than ...	Maung Po Mya ...	IV
	Upper Chindwin ...	Mingin ...	Pôngyi U Nyanawantha	Maung San U ...	III
	Lower Chindwin ...	Mônywa ...	Maung Po Tu ...	Maung Po Lu ...	IV
	do. ...	do. ...	Pôngyi U Thuzata ...	Maung Po Hlaing ...	IV
Southern.	Myingyan ...	Town ...	Maung Pwe ...	Maung Po Maung ...	IV
	Pakôkku ...	do. ...	Maung Ôk ...	Maung Tun Gyi ...	III
	do. ...	do. ...	Maung Po Hla ...	Maung Pan U ...	III
	Minbu ...	Legaing ...	Maung Kywet ...	Maung Po Kin ...	III
	do. ..	Salin ..	Maung Tha Aung ...	Maung Mya Thi ...	V
	do. ...	Pyinkyun ...	Maung San Baw ...	Maung On Hlaing ...	IV
	Magwe ...	Taungdwingyi ...	Maung Kôn Tan ...	Maung Tha U ...	V
	do. ...	Obo ...	Maung San Dun ...	Maung Shwe Tun ...	IV
Eastern.	Kyaukse ...	Town ...	Maung Nyo ...	Maung Shwe Pe ...	IV
	Yamèthin ...	do. ...	Maung Gaung ...	Maung Po Tun ...	II
	do. ...	Yindaw ...	Maung Kyin ...	Maung Saw Kin ...	IV
	Pyinmana ...	Town ...	Maung Saung ...	Maung Tha Myat ...	III

82. The following statement gives the names of school-managers who have applied for teachers, but in whose schools the certificated assistants that had been appointed had not as yet joined.

It will be seen from this table and the preceding one, that monastic schools have applied liberally for certificated assistants. The Thathanabaing and several other pôngyis applied for and were granted certificated assistant teachers, but at the last moment, as has been referred to elsewhere, cried off.

Division.	District.	Locality.	Name of School-manager.	Remarks.
Northern.	Mandalay ...	Town ...	Pôngyi U Pyinnya.	
	do. ...	do. ...	Maung Kyaw.	
	do. ...	do. ...	Maung Pu.	
	do. ...	do. ...	Ma Thin Nu.	
	do. ...	do. ...	Pôngyi U Thiha.	
	do. ...	do. ...	Maung Lu Gyi.	
	do. ...	do. ...	Maung Kyaw Mya.	
	do. ...	Madaya ...	Maung O.	
	Bhamo ...	Town ...	Maung Pe U.	
	Katha ...	Tigyaing ...	Maung Sein.	
	Shwebo ...	Male ...	Pôngyi U Ketu.	
	do. ...	Town ...	Maung Paw.	
South-Central.	Sagaing ...	Yedwengaing ...	Ma Mein.	
	Ye-u ...	Tabayin ...	Pôngyi U Nayeinda.	
	do. ...	Tazè ...	Pôngyi U Nanda.	
Eastern.	Myingyan ...	Town ...	Maung E.	
	Pakôkku ...	do. ...	Maung Than.	
	Magwe ...	Yenangyaung ...	Maung Hlaing.	
	Kyauksè ...	Town ...	Maung Tha Aung.	
	do. ...	Myittha ...	Maung Yan.	
	Meiktila ...	Town ...	Pôngyi U Teza.	
	do. ...	Township ...	Pôngyi U Zina.	
	Pyinmana ...	do. ...	Pôngyi U Kethara.	

83. At five monastic schools trained teachers are at work and at eight others their arrival is awaited. Twenty lay-schools already have these teachers and 15 more have applied for them. This makes 48 applications in the year for certificated masters, and, as managers have applied more or less equally from every district in Upper Burma, there is no doubt that the new system of teaching introduced into indigenous schools by these teachers has obtained some reputation and is popular. All of the teachers are on full salaries. From the success they make of the school to which they are attached, and bearing in mind that the fee-system is gradually taking root in Upper Burma, it will be practicable before long to pay only half or temporary salaries. Some attempt too will shortly be made to start pupil-teachers in the indigenous as well as in the Anglo-Vernacular schools.

84. At the same time it must be confessed that the progress of national education and the work of departmental officers in Upper Burma has been considerably obstructed by the unprovoked hostility of a few influential pôngyis resident at Mandalay. To their action it is owing that not only the Thathanabaing but also Pôngyi U Ottama of Mandalay, Pôngyi U Pandi of Kyauksè, Pôngyi U Teza of Meiktila, Pôngyi U Thiri of Yamèthin, and Pôngyi U Thôndaya of Kaduma in the Ye-u district, were compelled to decline admittance to their schools to the certificated teachers for whom they had applied.

This is a question affecting the whole organization of a system of popular instruction and urgently calls for the formulation of a definite course of policy.

The pôngyis see clearly that in their own interests and in the interests of their religion that their only hope of retaining their power of moulding the minds of the young and of preventing the people of the future growing up more or less without a faith, lies in taking advantage of the system of education held out to them, in common with laymen, by the Government in the Education Department. They see that it means among other things a livelihood; they see that the 'standards' very clearly show them how to set to work and what to work up to; they see the need of assistance from certificated assistant teachers, and they are ready to fall in with the system offered them. All that remains now is to remove the ecclesiastical ban upon the certificated teachers. This the Thathanabaing, no doubt, with the active support of Government, would do, and could reasonably do, on the ground that, under the declared policy of the Education Department all change will be left, as it has hitherto been left, to the discretion of each individual pôngyi and his Kyaungtagas.

85. In November last the Inspector had two interviews with the Thathanabaing and the local Sadaws, and explained to them that, in organizing State education in Upper Burma, it was the intention of the Government to support the pôngyi kyaungs, as these were the national schools of the country, and that, as many managers wished to advance with the times and in their capacity as the preceptors of the people to preserve their hold over them by teaching such useful subjects as arithmetic and geography as were comprised in the Departmental Code—subjects with which very few pôngyis are acquainted—any manager desiring to have the assistance of a lay teacher, who would be a Burman Buddhist and entirely subordinate to him, would, on application to the Director of Public Instruction, be given such a teacher substantively or experimentally as the manager might prefer. Stress was laid upon the point that it was altogether optional with the manager to have a trained teacher or not. The Thathanabaing expressed a wish to have such a teacher in his own kyaung. A skilled and experienced teacher was accordingly selected and sent from Rangoon. The acceptance of aid, the examination of pupils, the observance of the indigenous school system of instruction, all have been expressly left to the option of the pôngyi. And signs are not wanting to show that very many pôngyis recognize this, and appreciate the intention and aim of Government; and they would gladly come over openly, as they have done privately, to the side of the Department, were they not apprehensive of incurring the displeasure of a certain small bigoted clique in Mandalay.

86. Much must be left of course to time and to the tact and patience of the Educational Officers; but in this matter the more liberal-minded of the priesthood and the laity think it a suicidal policy on the part of the Mandalay clique to decline the aid offered by Government. The fact that the educated pôngyi knows far more of Pali, the classical and sacred language of Burma, than the certificated teacher does, would ensure the maintenance of his reputation as a scholar; while, to assist his employer in preserving the pôngyi kyaungs in the forefront of educational institutions and to supplement his work in training the most promising pupil as the future pôngyi of the kyaung, the certificated teacher would gladly devote much of his spare time to training that pupil as the future teacher of the kyaung. As to the alleged unsuitability of the indigenous school standards to the pôngyi kyaung, all that need be said is that, in this case, traditional usage is mere prejudice, and, outside of Mandalay, wherever an experienced pôngyi from Lower Burma has settled and taught according to the standards, he has obtained strong popular support and has re-organized the system of instruction in that locality far more successfully than a Deputy Inspector or a certificated teacher could ever have done. With the increased prosperity and freedom of the time, the Burmese people are beginning both to realize that the better education their children have the better their prospects in life will be, and to expect some material return educationally from the monks to whom they accord so universal and fairly liberal a support. The influence therefore of the laity may in reason be expected to be gradually brought to bear upon the priests. But it rests with Government, anticipating the wishes of the people, to give them a lead by ruling that any manager of an eligible monastic school, if he and his Kyaungtagas desire to avail themselves of the advantages offered by the Government should be allowed a perfectly free hand.

87. Some of the certificated teachers now at work have done much good in giving private instruction in their leisure hours to the Upazins of local monastic schools. All have made themselves generally popular by calling on the parents to discuss their children's progress, and where they have been attached to lay schools, by going with their pupils to the pagoda for the purpose of worship and by visiting the pôngyis and being advised by them on all spiritual matters. They have all laboured with zest and with a befitting sense of the important nature of their duties, but it is invidious to select any for special mention in this year's report owing to the short time all have been at work in Upper Burma.

88. Burmese certificated mistresses have so far been sent only to Anglo-Vernacular schools. The American Baptist Mission school at Myingyan and the Wesleyan Mission school, and the American Baptist Mission European Girls',

Burmese Girls', and Mixed Infant Schools at Mandalay, each employ a trained mistress on a half-salary grant. One is also at work at the American Baptist Mission school at Meiktila, but no grant on her behalf has been applied for.

89. The following table gives the general statistics of the Burmese indigenous public schools:—

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	624	2,910	2,286	...
Pupils	12,502	42,828	30,326	...
Full passes	...	116	116	...
Results-grants paid	..	8,706	8,706	...

Outside the headquarters of districts and of some of the townships education is in a very backward state. It is rare to meet with a pupil able to read his mother-tongue fluently or to write it legibly. Everywhere, both in the towns and in the jungle, the spelling is uniformly bad. All that is required to obtain a full pass by the 1st standard is to read easy sentences from a Burmese spelling-book, to write from dictation and from a copy about four or five sentences from a Burmese spelling-book, and to do a few sums in simple addition and subtraction of numbers composed of not more than three figures. Despite the easy character of this test, not more than one pupil in 369 could secure a pass. And yet there are people who think that the present system of indigenous school instruction needs no reform, meets all requirements, and should be left alone. It is quite time that the popular fallacy that the average Burman can read and write should be exploded.

90. In the following paragraphs full information is given as to the condition of education in the various parts of the country:—

91. **Northern Division.**

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	350	780	430	...
Pupils	7,098	11,084	3,986	...
Full passes	..	40	40	
Results-grants paid	...	4,241	4,241	

Though the Chins and Shans exist in the Central and Eastern divisions respectively, racial distinctions abound most in this division. The Burmese are of course paramount in the southern part of it, though largely interspered with natives of India, Shans, Pathis, and Manipurians. In the north, however, races are met with that, as with the Karens in Lower Burma, will require special educational treatment. While, in the south, the pôngyis of Mandalay pride themselves on their metaphysical knowledge; in the north so few have even the elements of an education that it was necessary to import special men for the recent Census operations. The Bhamo district is mainly inhabited by two races: the Burmanized Shan living in the plains and the Kachin living in the upland. The latter element predominates, and, wild and turbulent, is gradually driving the Shan southwards. This is shown by the number of villages that bear the same name. The Puns, speaking a dialect of their own and claiming China as the land of their origin, inhabit the region between the first and second defiles of the Irrawaddy, but they are being rapidly absorbed into the surrounding Burmese-Shan population. The Assamese villages lie between Bhamo and Mogaung. Not one of these races has a school properly its own. Beyond their creed, taught them at home, the Assamese children learn nothing. The Puns and Shans, and in a small measure the Kachins, go to the pongyi kyaung to learn a few Burmese or Pali prayers. The pôngyis in these kyaungs are astonishingly illiterate. Not being pure Burmans, few know Bur-

mese, even passably. So long as they remain sober and celibate, they are allowed in other things to act in a manner that would scandalize a rigid observer of the *Winikyan*. The Katha district, that came a 100 years ago along with the Bhamo district under direct Burmese rule, is populated not only by the Burmese-Shans, but, almost wholly in the interior, by the Kadus, who are apparently of Kachin origin. Both Shan and Kadu wear Burmese costume and speak a Burmese patois. At home each speaks his own language, but in the civilized parts and in the south of the Katha district, Burmese becomes the sole vernacular. Each race has its own schools, in which instruction is given in religion and occasionally in Burmese reading and writing. The Kadu is far the more ignorant of the two, being the more nomadic.

92. The Ruby Mines district, formerly part of the Shan State of Momeit, is inhabited principally by the Burmese-Shans, who speak and write their own dialect and who preserve their national characteristics of dress and custom. Buddhist precepts and a little Burmese are all that is taught in their schools. The hills are peopled by Palaungs who speak their own dialect but write Shan. The Lisaws, a Chinese tribe, are met with round about Bernardmyo. These two races have no schools. The Kathès, or Manipurians in the Mogôk township, are miners, who, slaving at the mines under their Burmese masters for many years, have completely lost their nationality.

93. MANDALAY TOWN AND DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	318	588	270	...
Pupils	6,366	8,780	2,414	...
Full passes	...	33	33	...
Results-grants paid	...	2,869	2,869	...

Of the 588 schools 461 are monastic and 127 lay. A good many schools, registered last year as private institutions, qualified this year for public recognition. The largest number of full passes was obtained in this district. All of the 33 passes are credited to schools in Mandalay Town, and, of this number, 22 to the lay school managed by Maung Shwe Thin, who was formerly a teacher in the Government High School, Moulmein. This school has reached the 4th standard, but the large majority of indigenous schools are merely up to or usually below the first standard. Schools are numerous, well attended, and fairly promising in the Mandalay, Madaya, and Amarapura townships. In the Pyinulwin subdivision education is somewhat backward, especially towards the Shan frontier, where very few kyaungs are met with and where a Danu dialect is more commonly used than Burmese. Elsewhere reference is made to the hostile attitude taken by some pôngyis in Mandalay to the work of the Education Department. This organized opposition no doubt materially contributed to the hesitation shown at large by pôngyis to accept the new scheme, and it was felt that, once the capital came round, the rest of the upper province would rapidly follow. The adoption of the new scheme by a handful of monastic school-managers in Mandalay encouraged other liberal-minded monks in the district, and the startling success of the six lay schools in that city, to which certificated teachers have been attached, is quickly bringing round the pôngyis and disabusing the minds of many of the older school, who are apt to think that secular education cannot possibly have any ethical value, and that religious education, if given along with it, is in danger of being subordinate to it and must therefore deteriorate. In Mandalay town there are no less than 673 private institutions in which only spiritual instruction is given, that is, a patter of half comprehended prayer leisurely but wearily spread out over the eight school-hours of the day. The lay schools in the town number 173, of which 109 are recognized as public schools, and in them, while spiritual instruction is not neglected, a fairly good secular education is given and is open to pupils of both sexes. It is incumbent on every Buddhist male that to

qualify himself for manhood and for entrance into the world, he should live in the pôngyi kyaung as a novice for a space of seven days at least; but in these public schools many lads remain for their general education and merely go to the pôngyi kyaung temporarily on attaining their 14th or 15th year. The managers of lay schools enter heart and soul into the education scheme, as they received no official encouragement whatever in the Burmese time. The thinbôn, parabaik, and palm-leaf are still used even in the schools of the capital, but printed text-books have been introduced into many schools, in which maps, slates, blackboards, and attendance and admission registers are also to be seen. All the lay schools that employ trained teachers levy fees. In other schools, a *pyi* of rice is sometimes charged each pupil every month. Contributions of food and clothes are always readily given. The people of Mandalay Town and district, as labourers, silk-weavers, agriculturists, and traders, are fairly prosperous. They are strongly in favour of the new scheme of education, although it has met with bitter hostility and misrepresentation from some disappointed Sadaws and *ex*-Ministers. The fact that Maung Tôk's school rose in numbers from 60 to 190 during the four months a certificated teacher was attached to it and compelled the manager to build a large school-house for the accommodation of the pupils, speaks for itself.

The most prominent schools are those of:—

Maung Shwe Thin	Mandalay.
Pôngyi U Nanda	
Pôngyi U Pyinnya	
Pôngyi U Thiha	
Maung Tôk	
Maung Ngan	
Maung Pu	
Pôngyi U Teitha	Madaya.
Maung O	

94. SHWEBO DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	11	115	104	...
Pupils	301	1,155	854	...
Full passes	...	...	...	...
Results-grants paid	...	138	138	...

Of the 115 schools in this district 109 are monastic and 6 lay. Much opposition was experienced here from the managers of monastic schools who declined to have anything to say to a system of instruction that included subjects, such as arithmetic and geography, with which they were not acquainted. Many pôngyis, however, changed their views during the year and expressed a wish that the Thathanabaing could be moved to issue an encyclical letter to their ecclesiastical superiors publicly sanctioning the adoption of the new scheme at the option of each manager. The success of Maung Pan's lay school at Shwebo, in which a certificated teacher is employed, has opened the eyes of the managers of monastic schools at that place, from whom applications for trained assistant teachers may shortly be expected. The Gaingôk of Male, U Ketu, is willing to conform to the rules of the Department, and has asked for a teacher to be appointed to his school. His example will no doubt encourage the pôngyis subordinate to him. On the other hand the opposition was found to be strongest in the Sheinmaga township, where the local Sadaw is an ascetic of repute, and has issued strict injunctions to the pôngyis under him to teach, by proxy of the Upazin, if possible, only the formulary of prayer and eschewing all other occupation, to pass an anchorite's life of meditation. Shwebo, however, is a prosperous district, the inhabitants of Shwebo town in particular being very well off; and there is no doubt that the increasing demand for a good general education will wear away a priestly opposition that already shows signs of diminution. U Katha-

ra, for instance, a Gaingdauk at Shwebo, and U Sandi of the same town, are extremely anxious to have a trained teacher in their kyaungs and are awaiting with some impatience a change of policy on the part of the Thathanabaing. In Shwebo town there are six nuns' schools for girls, but only one of them is capable of development. There are no lay schools in the Shwebo and Male townships. These, with Shwebo town, are educationally promising. The Chaukywa and Tantabin townships are very backward. The poor nature of the primary education given in this district is shown by the fact that not one of the 1,155 pupils obtained a full pass even by the 1st standard. The most promising schools are those of Maung Pan, Shwebo; Pôngyi U Kethara, Shwebo; Pôngyi U Pandi, Shwebo; Pôngyi U Ketu, Male.

95. KATHA DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	6	13	7	...
Pupils	134	168	34	...
Full passes	...	...	...	...
Results-grants paid	...	190	190	...

Of the 13 schools 10 are monastic and 3 lay. Most of the schools registered last year had to be written off the list owing to their inefficiency. The pôngyis in Katha town are fairly intelligent, but have never learnt anything besides Pali texts and a little theology, and there is accordingly some reserve on their part towards accepting a scheme of instruction that is at present above their heads and above the heads of the people. The Kyauknyat township was inspected for the first time. It contains no lay schools and is in a very stagnant condition. Kyauknyat itself, which has the only public monastic school in the township, has been slowly decaying since Thabeikkyin was made the river station for the Ruby Mines. The best school in the district is that of Maung Sein at Tigyaing, to which a certificated teacher will shortly be appointed. Except at Tigyaing, which carries on a busy trade with Wuntho, and at Katha town, where the people do a profitable business as fishermen, the inhabitants are poor and quite unambitious as regards their children. The Kawlin-Mogaung Railway, in opening up the district and stimulating the progress of the people, will do much towards developing educational work here. The only schools meriting special notice in this district are those of Maung Sein at Tigyaing and Pôngyi U Ottama at Sebya.

96. The Wuntho territory, comprising the townships of Manle, Shweashegyaung, and Kawlin, was itinerated for the first time this year. Most of the villages in two latter townships have been reduced to ashes owing to the recent outbreak. The monastic schools are very scarce. No lay schools exist. The only school worth notice is that of Pôngyi U Ma at Manle. The manager knows Sanscrit and speaks Hindustani, and was employed formerly as an emissary to India by the Burmese King.

97. RUBY MINES DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	...	11	11	...
Pupils	...	135	135	...
Full passes	...	...	...	...
Results-grants paid	...	140	140	...

This district was inspected for the first time in the year under review. Of the 11 schools 7 are monastic and 4 lay. Not a single full pass was obtained and not a school has advanced beyond the 1st standard in Burmese, while no arithmetic is taught. In the Twinngè township, which has only recently been

cut off from the Shan State of Momeit and amalgamated with the Ruby Mines district, no public school exists. The people throughout the district, particularly those at or near the mines, are very well-to-do, and accord an unusually generous support to the pôngyi kyaungs. Great alarm was at first felt here by the pôngyis on the occasion of the Deputy Inspector's visit. He was taken for a native catechist who was sent to obtain, with gifts of books, the cleverest boys for the purpose of recruiting the Mission schools. This erroneous idea is easily accounted for on the ground that the State religion is Christianity, that the Christian Missions often recruit their schools at district headquarters by adopting boys from the interior who are trained as catechists, and that the Government, in taking up English education, was apparently not striking out a line on its own account, but was following in the track of the Mission schools that had been at work for three or four years previously. Every attention was accordingly paid by the pôngyis to the Deputy Inspector for fear of offending Government. At the same time they kept many of their novices out of sight, while their best pupils refrained from attending school on a plea of sickness. The priests now understand and appreciate the object of Government in aiding education and, as far as lies in their power, they have accepted the new scheme of instruction. A certificated assistant teacher has been posted to Maung Tun Lin's school at Mogôk, and his work has done much towards popularizing the system of secular education. The only other noteworthy school in the district is that of Pôngyi U Pandcissa.

98. BHAMO DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	15	53	38	...
Pupils	297	846	549	...
Full passes	...	7	7	...
Results-grants paid	...	904	904	...

Of the 53 schools in this district 47 are monastic and 6 lay. The schools are all in the Lower Primary stage of instruction. Outside of Bhamo town no school teaches arithmetic. In Bhamo itself arithmetic up to simple division is taught in two pôngyi kyaungs and in a lay school to a few selected pupils as an introduction to astrology. The recent introduction of arithmetic into the curriculum of the pôngyi kyaung is due to the efforts of U Zawta, the Gaingôk of the local order, and U Thumana, the Gaingyôk, two liberal-minded monks who are taking an active interest in the Government scheme of education. No lay schools exist in the Sinkin and Mogaung townships. The pôngyi kyaungs in this district are far superior to and more popular than the lay schools. This shows that, where the pôngyi likes to work, the local lay school manager cannot compete with him. The people of Bhamo are by general occupation aungyas, *i.e.*, a sort of middleman between the high-land Kachin and the Yunnanese trader, and the popularity of arithmetic with them as a subject of instruction in the indigenous schools is no doubt owing to their business consisting mainly of brokerage and the regulation of prices. It is hoped shortly to introduce, through the influence of the heads of the Bhamo Gaing, the teaching of arithmetic into the pôngyi kyaungs of the Bhamo, Sinkin, and Shwegu townships. The pôngyis were at first very suspicious of the intentions of Government in inspecting the kyaungs. In the interior, where the people are very shy and wild, much alarm was shown. On one occasion, on the Deputy Inspector's visit to a monastery, the monks and pupils, hearing of his approach, took to their heels and hid themselves in the jungle until re-assured by the thugyi of the village of the pacific object of the visit. At Kangyi the Koyins, at the instigation of the manager, turned into laymen and left the monastery as soon as they learnt of the Deputy Inspector's examination of a neighbouring kyaung, the manager taking him to be a *Mahadan* who, as in the Burmese time, had to visit all the kyaungs, examine the Koyins in the scriptures, and subject to various penances the pôngyis and Koyins found remiss in their scholastic duties.

Some district monks were also chary of accepting grants, for under the old *regimé*, when the Court exchequer ran low, they were often called upon to refund the aid given them by the king. A few felt timorously that by accepting a grant they would be plighted to the system and would for any future failure be punished. This feeling of apprehension has now quite died out, and the pôngyis are everywhere most amicably disposed to the Inspecting Officers and to the new system of education. The Mogaung township was visited for the first time. Mogaung, where the remunerative trade in jade-stone absorbs the attention of the people, and Shwegu, where the inhabitants lead industrious, properous lives as agriculturists, potters, and timber-merchants, afford any enterprising certificated teacher an excellent opportunity of setting up an independent and in all probability highly profitable school. It may be added that everywhere in the indigenous schools the spelling of the pupils is peculiar. The native of Bhamo, however, is the Cockney of Burma. He persistently drops the ဟထိုး. Special mention may be made of the schools of :—

Pôngyi U Thamana, Bhamo.
Maung Pe U, Bhamo.
Pôngyi U Wilatha, Shwegu.
Pôngyi U Daweindo, Shwegu.

99. **Central Division.**

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	52	862	810	...
Pupils	893	12,551	11,658	...
Full passes	...	33	33	...
Results-grants paid	...	1,931	1,931	...

In this division one pupil in every 428 obtained a full pass. Of the 862 schools 807 are monastic and 55 lay, with 11,509 pupils attending the former and 1,042 attending the latter. The largest increase in schools and pupils has occurred in this division. Most of the work indicated by the above figures has been done in the Sagaing and Lower Chindwin districts. The detailed inspection of the Ye-u and Upper Chindwin districts will be effected in the current year, though it is not anticipated, from the rude condition of those districts, that there will be any startling increase either of schools or of pupils.

100. YE-U DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	10	52	42	...
Pupils	169	549	380	...
Full passes	...	...	...	...
Results-grants paid	...	108	108	...

The people of this district have accepted very cordially the new system of instruction. Those of them who are traders have brought pressure to bear upon the pôngyis in order to make them teach their children arithmetic. The pôngyis have on the whole accepted the new scheme without objection, many of them having returned to their old monasteries from Lower Burma and understanding the liberal intentions of Government in assisting education. The Gaingôk of Ye-u, the Wathe Sayadaw, U Aseinna by name, who exercises control over the Southern subdivision, has been of much service in aiding the work of the Deputy Inspector. No less than four monastic school-managers from this district have applied for certificated teachers. At first the pôngyis were a little averse to their novices, who were supposed to be undergoing spiritual training alone, learning arithmetic, but they now encourage them to do so in the hope of securing the best of them as the future teachers of the kyaung. There are no lay schools or girls' schools in the Ye-u district, except one lay school at Tazè, which is attended by only one girl. In the Indaing township, the northernmost in the district, the schools are, like the inhabitants, barbarous. The people are

an offshoot of the Kadu Shans, and, while knowing no Shan, speak only a Burmese patois. The Shwegyin, Mayagan, and Indaing townships were inspected for the first time in the year under review.

101. SAGAING DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	18	413	395	...
Pupils	287	6,501	6,214	...
Full passes	...	20	20	...
Results-grants paid	...	1,146	1,146	...

This district shows the highest increase of schools and pupils in the division. As regards the schools 382 with 5,931 pupils are monastic and 31 with 570 pupils are lay. The lay school-manager here is inferior as a teacher to the pôngyi, who has in most cases received a fair theological education at Mandalay in Mindôn Min's day. The people are well off, but they rarely let their children have more than three months' schooling in the year at the pôngyi kyaung. The sons of Burmans of the higher and middle classes enter the kyaung more for the purpose of a temporary assumption of the yellow robe than for that of education, while the children of the lower classes, who mainly recruit the ranks of the priesthood, remain for any length of time at the kyaung only if intending to become pôngyis. The monks on the whole approve of the Government scheme of education. Many of them in Sagaing town and in the Sadaung township are beginning to introduce printed books into their schools. But, owing perhaps to their proximity to Mandalay, they are afraid openly to adopt our standards. The Gaingdauk of Sagaing, U Kawi, had under the direction of the Thathanabaing's emissary to withdraw the application he had made for a certificated teacher. The Gaingdauk of Myotha, on the other hand, could not brook an unprecedented interference of this kind, and issued instructions to the pôngyis under him to teach arithmetic in their kyaungs. There are no lay schools in the Chaungu township. In the district there are only two schools managed by mistresses, one at Ngazun in the Myotha township, and the other, a nun's school, at Yedwingaung in the Sadaung township. Some of the pôngyi kyaungs in this district are the best in Upper Burma, not excluding Mandalay. The managers do not all lack enterprise. U Gunawa of Nabet and U Adeissa of Alakappa of their own accord procured copies of Stilson's Arithmetic and pressed the Deputy Inspector to remain in their kyaung for a few days in order to give them lessons in fractions. U Naka, the Gaingdauk of Ava, was found teaching himself English, and teaching in addition his pupils that language as fast as he proceeded with it. U Ayeindama of Sagaing town, to whose school a certificated teacher has been appointed, made his Upazin become a layman in order to undergo training in the Moulmein Vernacular Normal School and afterwards, when he obtained a teacher's certificate, to re-assume the yellow robe and re-enter the monastery as a trained teacher. There is one other certificated teacher in the district: he is attached to Maung Than's lay school at Sagaing, from which pupils will probably be presented for the next 4th standard examination. U Dunna of Myinma has a reputation as a theological 'coach,' his kyaung is a training school for, and is always full of, maungshins undergoing instruction in the Padimauk and Bikuns.

The most successful schools are:—

Pôngyi U Ayeindama's monastic school, Sagaing.
Pôngyi U Thila's monastic school, Sagaing.
Maung Than's lay school, Sagaing.
Pôngyi U Gandauma's monastic school, Pègade.
Pôngyi U Pandeissa's monastic school, Saye.
Pôngyi U Zagara's monastic school, Tadau.
Pôngyi U Aseinna's monastic school, Myotha.
Pôngyi U Adeissa's monastic school, Alakappa.
Pôngyi U Gunama's monastic school, Nabet.

102. Lower Chindwin District.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	19	346	327	...
Pupils	854	4,919	4,565	...
Full passes	...	8	8	...
Results-grants paid	...	545	545	...

In this district 326 schools with 4,512 pupils are monastic and 20 with 407 pupils are lay. There are no lay schools in the Wadawma township. There is only one school maintained by a mistress, namely, that of Mè Mi of Maungdaung. The large increase in schools and pupils is due to the Mônywa township having been thoroughly traversed and also to the inspection for the first time of the Wadawma, Kudaw, Eastern Pagyi, Western Pagyi, and Kani townships. The town of Mônywa and the Kani township are educationally far ahead of the other parts of the district. The people are to a man in favour of the departmental scheme of instruction, and there is no opposition whatever thereto on the part of the pôngyis. A certificated teacher is employed in Pôngyi U Thuzata's school and another one in Maung Po Tu's lay school, both at Mônywa. The inhabitants of the district are not so well off as in the more thickly populated and fertile parts of Upper Burma, but at Maung Po Tu's school, where an energetic trained teacher is at work, and where a sound vernacular education is given, they have no objection to paying a monthly schooling-fee of 8 or 4 annas according as their child is in the 2nd or 1st standard class. Education in this district has not yet advanced beyond the 2nd standard.

The best schools are those of :—

Maung Po Tu, Mônywa.
Pôngyi U Thuzata, Mônywa.
Pôngyi U Kethara, Kani.
Maung Lun Baw, Kani.

103. Upper Chinwin District.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	5	51	46	...
Pupils	88	582	499	...
Full passes	...	5	5	...
Results-grants paid	...	132	132	...

The Deputy Inspector was unable for want of time to inspect the greater part of this district. The Balet and Taungdwin townships and Kalewa town, which is under the Sawbwa of Kale, were inspected for the first time, but the townships of Legayaing, Myusaywa, Wetôk, and Tamu have not hitherto been visited. The people are in a rude condition, but are beginning to show some interest in the work of the department The majority of the monks themselves are so ignorant that even the Burmese Readers presented to them failed to arouse their attention. Some of them, however, are attempting to teach according to the prescribed course, while one, Pôngyi U Nyanawuntha of Kyundaw, has applied for the services of a certificated assistant teacher. His school is the only one in the district deserving commendation.

104. Southern Division.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	144	850	706	
Pupils	2,794	13,007	10,213	
Full passes	...	5	5	
Results-grants paid	...	956	956	...

This division shows, next to the Central division, the largest increase in schools and pupils. It is the most backward of all as regards the standard reached by the school, almost all the schools teaching only up to the 1st standard and that partially, while only one pupil in 2,600 obtained a full pass. The results in the current year may confidently be expected to be very much better, as the managers in this division rely a good deal on the Deputy Inspector's advice. Now that books and trained teachers have been distributed amongst the indigenous schools, full passes should shortly be obtained by the Upper Primary as well as by the Lower Primary standards.

105. MYINGYAN DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	47	495	448	
Pupils	912	7,178	6,266	
Full passes	...	5	5	
Results-grants paid	...	847	847	

Of the 495 schools in this district 473 are monastic and 22 lay. There are some promising lay schools in the towns of Myingyan and Pagan, but, with these exceptions, the indigenous schools, and particularly the monastic schools, are very poor. The lay school-managers have everywhere shown a willing disposition to adopt the new standards, and the Chinese element in the population of this district has provided them not only with excellent pupils but with most promising material for training as teachers. Maung Pwè, manager of a lay school at Myingyan, has already sent his best pupil, a Chinese lad, to the Government Normal School, Moulmein, to undergo a course of training there in order that he might assume charge of the lay school on his return home. The monks were at first somewhat indifferent to a system of education that was partially secular, but they are beginning to see that it is advisable to introduce the teaching of arithmetic into their kyaungs to prevent their pupils drifting into the lay schools. Owing to the respect due to the pôngyi the attendance in a monastic school is a trifle better than that in a lay school, while, at a pôngyi kyaung, where there is an Upazin interested in the work of teaching and well read in Buddhist history, the boys naturally find the stories narrated to them of Buddha's life in the various stages of his existence far more attractive than the arithmetical calculations of a lay school. Such instruction, moreover, is particularly palatable to the average Burmese peasant, and to the mother in especial, as the mind of the boy is thereby steeped unconsciously in the ethics of Buddhism, while anything beyond the elements of calculation is unintelligible to the parent and, though appreciated by him, produces no practical outcome day by day. On the other hand, though the Upazin may have been trained at Mandalay, yet he makes scarcely any effort to eradicate the provincialisms and mispronunciations of the speech of the country-bred boy. It may be noted that in the lay schools at Myingyan the girls are far ahead of the boys, being quicker in their work, more painstaking, and more regular in attendance. The schools deserving praise are :—

Maung Pwe's lay school, Myingyan.
Maung E's lay school, Myingyan.

106. PAKÔKKU DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	87	91	54	
Pupils	729	1,445	716	
Full passes	...	...	...	
Results-grants paid	...	199	199	

Of the 91 schools in this district 80 are monastic and 11 lay. The increase of schools and pupils is owing to the extended tour of the Deputy Inspector. Pakôkku and Pakangyi are the most promising of the townships. The Myaing and Lingadaw townships were inspected for the first time, but were found to be educationally in a very unsatisfactory state. The Yaw country, comprising the Kuhnaywa, Tilin, Pauk, Laungshe, and Yaw townships, has not been visited yet, but will be thoroughly itinerated in the current year. The schools in these townships are reported to be scarce and worthless. In Pakôkku town, where, as fishermen, river-traders, and boat-builders, the people are in fairly comfortable circumstances, not much difficulty is experienced in levying a schooling-fee. Outside of the district headquarters, however, the people seem reluctant to pay in money and at stated periods. There are a good many lay schools close to one another in the town, some of them, being in the same street, and all being well patronised. In only one pôngyi kyaung was any decided attempt made to teach arithmetic, though little objection exists amongst the priesthood towards the acceptance of the new scheme of education. The most promising schools are those of :—

Maung Than Daing, Pakôkku.
Pôngyi U Keittu, Pakôkku.

107. MAGWE DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	17	111	94	
Pupils	366	1,830	1,464	
Full passes	...	...	...	
Results-grants paid	...	284	284	

Of the 111 schools 93 are monastic and 18 lay. Except in the Magwe and Taungdwingyi townships, education is neglected in this district. The Satthwa, Thazi, Myothit, Natmauk, and Pin townships were inspected for the first time. As in the Minbu district, the schools are many and small, and not one has progressed beyond the 1st standard. The noteworthy schools are those of :—

Maung San Dun, Magwe.
Maung Hlaing, Yenangyaung.
Maung Gon Dan, Taungdwingyi.

108. MINBU DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	43	153	110	
Pupils	787	2,554	1,767	
Full passes	...	...	...	
Results-grants paid	...	176	176	

The schools are divided into 141 monastic and 12 lay. As inspection was made for the first time of the Lègaing, Sidôktaya, Dabwin, and Ngapè townships, in the last three of which little interest is taken in education by the people. The Kyabin and Salin townships are the most promising. The schools do little beyond teaching Burmese up to the first standard, but not many pupils could pass even that low test, and fewer still knew anything of arithmetic. The schools throughout the district will require much working up to retain their place on the register. The only schools that did well in the awarding examinations were those under lay management. The schools specially named are those of —

Maung Ka, Sagu.
Maung Kywet, Pwinbyu.
Ma Myat, Sinbyugyun.
Maung Tha Aung, Salin.

109. Eastern Division.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	78	418	340	...
Pupils	1,717	6,186	4,469	...
Full passes	...	88	88	...
Results-grants paid	...	1,578	1,578	...

This division has done best as regards examination results, one pupil in every 163 obtaining a full pass. Of the schools noted in the above table 386 are monastic with 5,600 pupils and 32 are lay with 586 pupils. In Pyinmana the children of the native timber-traders, shopkeepers, and others are readily sent to school and are kept there throughout the year. The cultivators of the Kyauksè, Meiktila, and Yamèthin districts, however, only send their children to school during the rains and utilize them at home or in the fields throughout the dry weather. The result is that every year as much is forgotten as is learnt by the children. This division was the financial backbone of the Burmese Kingdom and was always the first to be squeezed when money was scarce at the Court. The people are fairly prosperous and pay the schooling-fee charged in many lay schools with the same willingness that they show in contributing towards the support of the monastic teachers. In some of the monastic schools of this fertile division the pupils are taught horticulture after the Squeers fashion by having to look after the fruit-trees and the flowers in the spacious compound of the kyaung.

110. Kyauksè District.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	9	198	189	...
Pupils	186	2,506	2,320	...
Full passes	...	...	...	...
Results-grants paid	...	191	191	...

This district is the best in the division. Though no school has at present reached a standard higher than the second, Vernacular education has been generally stimulated by the payment of grants, by the appointment of certificated teachers, and indirectly by the establishment of three Anglo-Vernacular Mission schools, two at Kyauksè town and one at Myittha. The most promising schools are those at Kyauksè town and in the Myittha township. The schools in the other townships are poor. Nine monastic and seven lay schools earned grants. The monastic schools are very plentiful and are in most cases handsome and commodious structures. But the pôngyis are too near to Mandalay and are too afraid of the conservative clique there to publicly teach according to the Government standards. Pôngyi U Pandi, who manages an excellent school in Kyauksè town, and who has prepared for the use of his pupils treatises on arithmetic and mensuration, applied for the services of a certificated teacher; but on the arrival of the teacher he had to refuse him admission to his school nominally on the ground that he had very few pupils, but in reality in accordance with instructions received from certain Sadaws in Mandalay. For fear of offending this body U Dewèinda, manager of a monastic school at Paleik, refused the grant earned by his school. Two certificated teachers are at work in Kyauksè town, one at Maung Nyo's school and the other at Maung Tha Aung's.

The following schools in this district are specially commended:—

U Pandi's monastic school, Kyauksè.
Maung Nyo's lay school, Kyauksè.
Maung Yan's lay school, Myittha.

111. Meiktila District.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	27	39	12	...
Pupils	611	582	...	29
Full passes	...	1	1	...
Results-grants paid	...	241	241	...

This is the most backward of the districts in the division. Thirteen schools have been added to the list and one has been struck off. The decrease in pupils is due to the large number absent from school on account of the pôngyi byans and pagoda festivals locally held at the time of the awarding inspections which had to take place somewhat late in the year. No schools have advanced beyond the 2nd standard of instruction. There are no lay schools in the Wundwin township, and the only lay school kept by a woman is Ma Thè's at Meiktila. With the exception of the Meiktila township, education is in a stagnant condition in this district, most of the schools failing to pass a pupil in Burmese even by the 1st standard. The pôngyis of this district applied for certificated assistant teachers but were frightened out of receiving them by the Mandalay clique. The schools deserving notice are—

U Teza's monastic school, Meiktila.
U Zawta's monastic school, Thèdaw.
U Pandi's monastic school, Mahlaing.

112. Yamèthin District.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	19	128	109	...
Pupils	394	2,219	1,825	...
Full passes	...	24	24	...
Results-grants paid	...	749	749	...

There has been considerable improvement in this district. One school has been struck off the register, to which 110 schools have been added, there being an increase of 85 in the Yamèthin township alone. Two certificated teachers are employed, one at Maung Min Gaung's lay school, Yamèthin, and the other at Ma Kyin's lay school, Yindaw. The fee-system is being gradually introduced into the lay schools. At Maung Min Gaung's school, which contains 40 pupils, each pays a monthly schooling fee of 4 annas. There are no lay schools in the Yamèthin township. In the whole district only two schools are maintained by women, one at Shanbwè and the other, to which a certificated teacher has been appointed, at Yindaw, the former a fair and the latter an excellent school. A satisfactory number of schools have passed pupils by the 2nd standard. It is worth noticing that of the 12 pupils at Pôngyi U Nyeya's school at Pyawbwè six are girls. His is the only monastic school in Upper Burma in which female pupils are received, and he receives them up to the age of 12 on the ground that there can be no wrong in doing good to any living creature. The following schools are specially commended :—

Maung Min Gaung's lay school, Yamèthin.
U Pônnya's monastic school, Yamèthin.
U Withôkda's monastic school, Theingôn.

U Ariyawuntha's monastic school, Theingôn.
U Wiscikta's monastic school, Pyawbwè.
Ma Kyin's lay school, Yindaw.
U Parama's monastic school, Yindaw.

113. PYINMANA DISTRICT.

Description.	1889-90.	1890-91.	Increase.	Decrease.
Schools	23	53	30	...
Pupils	526	879	353	...
Full passes	...	13	13	...
Results-grants paid	...	397	397	...

Thirty-two schools have been brought on the list and two removed from it. The Wanwègôn and Taungnyo townships were inspected for the first time, but very few schools were found existing there. There are no lay schools outside of Pyinmana town. By far the best school in the district is that of Maung Saung. It is attended by a large number of the children of Shan traders in Pyinmana, and is under the patronage of the Hèlôn Sawbwa. The manager has had the enterprise not only to equip his school with apparatus but to include Burmese grammar, arithmetic, and geography in the course of instruction with a view to presenting pupils for the next 4th standard examination. That the people of Pyinmana appreciate the departmental system of instruction is shown by the success of Ma Saw Mi's school. This little school manager is 13 years old. She was educated at a lay school in Toungoo, and, after obtaining an Upper Primary Vernacular scholarship, accompanied her father to Pyinmana, where, unable to continue her education, she determined to open a school of her own. She teaches Burmese, a few Pali prayers, and arithmetic. Her ability to work sums beyond simple division has obtained locally for her the reputation of a mathematician. Though her school had only been started three weeks prior to the Inspector's visit thereto, she had 11 pupils in attendance, 9 being girls and 2 boys. It may be added, however, that more profitable employment has been found for this little mistress as a pupil-teacher in an Anglo-Vernacular school. Besides Ma Saw Mi's school, there are only two other schools in this district to which girls are admitted. These are kept by nuns, but are of little real use.

The best schools are—

Maung Saung's lay school, Pyinmana.
U Thila's monastic school, Seikmandôn.

SECTION VI.

SPECIAL INSTRUCTION.

114. A technical department has been opened at the S. P. G. school, Shwebo, in which weaving is taught to girls. The pupils number 19 and pay a monthly fee of 8 annas. All the native girls in the school have taken readily to this industry, a knowledge of which is indispensable for the completion of a Burmese girl's education. Six looms have been provided, and wearing apparel of a Burmese pattern is woven in silk as well as in cotton. This department will shortly be self-supporting. The Superintendent intends to make arrangements in the current year for teaching boys printing and book-binding and also watch-making, and as there is neither a printer nor a watch-maker in the district, his enterprise is this direction ought to be popular.

In the female department of the Roman Catholic Mission Mixed school at Nabet the girls learn net-making, a large number of the inhabitants of that and the adjacent villages being fishermen.

115. The following table shows the number of Survey schools and the attendance at each—

Name of school.	Number of pupils.	
	1889-90.	1890-91.
Mandalay Survey school	...	15
Sagaing Survey school	...	23
Minbu Survey school	...	34
Kyaukse Survey school	...	25
Yamèthin Survey school	...	39
Total ...	...	136

The Land Records Department made arrangements for the establishment of Survey schools at certain district centres. The schools have been supplied with apparatus and a trained teacher by that department and with attendance and admission registers by the Education Department. The survey teachers are Lower Burmans, who have passed the thugyiship examination and have had some practical training as lettauk thugyis. The students are all Burmans, resident in the district or in the adjacent districts, and average 20 years of age. They are mostly the sons or nephews of thugyis and are admitted to the school, which is located in the Court-house, by the Deputy Commissioner; they have to pass a preliminary examination in the first four rules of arithmetic and pay a monthly schooling-fee of Re. 1. None of the teachers know English. The pupils are usually divided into three classes; the lowest learns arithmetic and lettering and figuring, the intermediate elementary surveying, and the highest the full course prescribed for the thugyiship examination in arithmetic and surveying. In two schools revenue law is also taught. The text-books used are in arithmetic Stilson's, in surveying Clancey's and Kelly's, and in revenue law Macrae's. The hours of work are from 6 to 9 A.M. field-work and 12 noon to 4 P.M. indoor work. The annual school examination is held by a Survey or a Settlement Officer. Passed pupils can readily obtain employment as a lettauk thugyi or with a survey party. The weak point in instruction is outdoor work, and most of the candidates accordingly fail when tested as to the manipulation of survey instruments.

116. The following table shows the number of Jail schools and the attendance at each, as far as we have been able to ascertain—

Locality of school.	Number under instruction.
Mandalay	52
Mônywa	35
Magwe	37
Total ...	124

The Mandalay Jail school alone was examined during the year. Forty-seven adults and five juveniles were presented for examination, 20 by the 1st standard and 32 by the 2nd standard. Four passed in Burmese and one in arithmetic by the 2nd standard. The 1st standard class consisted of mere beginners. The teacher was himself a prisoner. Much might educationally and morally be done, with juveniles in particular, in these schools, without interfering unduly with the solitary confinement or the manual labour of prisoners.

SECTION VII.

FEMALE EDUCATION.

117. The following table gives the leading figures in connection with female education for the years 1889-90 and 1890-91—

Class of school.	1889-90.		1890-91.		Remarks.
	Schools.	Pupils.	Schools.	Pupils.	
Under public management—					
Maintained by the Department ...	...	...	...	...	
Maintained by Municipal Boards ...	...	...	...	...	
Under private management—					
Aided by the Grant-in-aid Rules ...	4	70	3	73	
Aided under the Rules for Indigenous Schools	...	...	23	362	
Unaided schools	64	1,056	35	319	
Total ...	68	1,126	61	754	
Boys' schools to which girls are admitted ...	108	906	245	2,583	
Private institutions of indigenous instruction ...	135	655	128	474	
Grand Total ...	311	2,687	434	3,811	

It will be noticed that there is on the whole an increase of 119 schools and 1,124 pupils. The decrease of one Anglo-Vernacular school is due to its erroneous registration in 1889-90 as a school for girls alone, instead of as a mixed school. With regard to the Anglo-Vernacular schools it is found that the better the education is that they give the longer the native girls remain; and this is also the case at the mixed lay schools.

118. The following table shows the existing public schools, including mixed schools for girls, and the number of girls attending them—

Division.	District.	Anglo-Vernacular.				Indigenous Vernacular.						Total, 1890-91.		Total, 1889-90.	
		Aided.		*Municipal.*		*Burman.*		*Mahomedan.*		*Munipurian.*					
		Schools.	Girls.	Schools	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.
Northern.	Mandalay, mixed ...	1	5	...	...	108*	1,268	1	4	1	1	111	1,278	74	624
	Mandalay, girls only ...	3	78	...	...	19	201	...	...	...	...	22	274	42	650
	Bhamo, mixed ...	1	22	...	...	6*	62	...	...	...	...	7	84	4	47
	Bhamo, girls only ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Katha, mixed ...	...	...	...	...	3	14	...	...	...	...	3	14	...	...
	Katha, girls only ...	...	...	...	...	...	...	...	...	...	...	...	...	2	31
	Ruby Mines, mixed ...	...	...	...	...	4	24	...	...	...	...	4	24	...	...
	Ruby Mines, girls only ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Shwebo, mixed ...	1	18	...	...	2	15	...	...	...	...	3	28	2	22
	Shwebo, girls only ...	...	...	...	...	4†	17	...	...	...	...	4	17	1	33
Central.	Ye-u, mixed ...	...	...	...	...	1	1	...	...	...	...	1	1	1	2
	Ye-u, girls only ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Sagaing, mixed ...	1	7	...	...	16*	166	...	...	...	...	17	173	3	21
	Sagaing, girls only ...	...	...	...	...	13†	137	...	...	...	...	13	137	3	39
	Lower Chindwin, mixed	...	...	...	...	13	201	...	...	...	...	13	201	1	20
	Lower Chindwin, girls only.	...	...	...	...	7	99	...	...	...	...	7	99	3	48
	Upper Chindwin, mixed	...	...	...	...	2	21	...	...	...	...	2	21	...	...
	Upper Chindwin, girls only.	...	...	...	...	1	4	...	...	...	...	1	4	...	...
Southern.	Myingyan, mixed ...	1	3	...	...	18	213	...	...	...	...	19	216	1	8
	Myingyan, girls only ...	...	...	...	...	4	56	...	...	...	...	4	56	7	149
	Pakôkku, mixed ...	...	...	...	...	10	90	...	...	...	...	10	90	4	32
	Pakôkku, girls only ...	...	...	...	...	1	10	...	...	...	...	1	10	2	25
	Minbu, mixed ...	...	...	...	...	9	79	...	...	...	...	9	79	3	10
	Minbu, girls only ...	...	...	...	...	3	70	...	...	...	...	3	70	2	40
	Magwe, mixed ...	...	...	...	...	18	101	...	...	...	...	18	101	3	19
	Magwe, girls only ...	...	...	...	...	...	...	...	...	...	...	...	...	1	15
Eastern.	Kyauksè, mixed ...	1	4	...	...	11	97	...	...	...	...	12	101	3	22
	Kyauksè, girls only ...	...	...	...	...	1	18	...	...	...	...	1	18	1	22
	Meiktila, mixed ...	...	...	...	...	2	20	...	...	...	...	2	20	...	...
	Meiktila, girls only ...	...	...	...	...	1	16	...	...	...	...	1	16	1	17
	Yamèthin, mixed ...	...	...	...	...	7‡	75	...	...	...	...	7	75	2	42
	Yamèthin, girls only ...	...	...	...	...	1	25	...	...	...	...	1	25	2	45
	Pyinmana, mixed ...	...	...	...	...	7	77	...	...	...	...	7	77	7	37
	Pyinmana, girls only ...	...	...	...	...	3	38	...	...	...	...	3	38	1	12
	Total ... mixed ...	6	54	...	...	287	2,524	1	4	1	1	245	2,583	108	906
	Total ... girls only ...	3	73	...	...	58	681	...	...	...	...	61	754	68	1,126
	Total ...	9	127	...	...	295	3,205	1	4	1	1	306	3,337	176	2,032

* Includes one Missionary Boys' school each with an aggregate attendance of 48 girls in the three schools.

† Respectively include one and two Missionary Girls' schools, with 8 and 34 girls in them.

‡ Includes one Monastic school with six girls.

The nine public Anglo-Vernacular schools for girls consist of the R. C. M. Convent schools and Anglo-Tamil Mixed school, the A. B. M. European Girls' school, the A. B. M. Burmese Girls' school, the A. B. M. Mixed Infant school,

all at Mandalay, the S. P. G. mixed school, Shwebo, the A. B. M. mixed school, Sagaing, the A. B. M. Mixed school, Myingyan, and S. P. G. Mixed school at Myittha. A vernacular department for girls is attached to the R. C. M. Anglo-Vernacular school, Nabet, and also to the Convent school, Mandalay, and S. P. G. school, Shwebo.

There is an increase of 130 schools and 1,305 pupils. The Anglo-Vernacular schools remain the same as last year and the Burmese schools have increased by 152. The decrease of 20 Mahomedans and 2 Manipurian schools is due to their being struck off the register of public institutions.

119. The following statement gives the number and attendance of private schools, including mixed schools for girls :—

Division.	District.	Anglo-Vernacular.				Indigenous Vernacular.						Total, 1890-91.		Total, 1889-90.	
		Aided.		*Municipal.*		*Burmese.*		*Mahomedan.*		*Manipurian.*					
		Schools.	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.
Northern.	Mandalay, mixed	...	...	...	...	61	128	22	185	...	...	83	313	24	85
	Mandalay, girls only	...	...	...	...	3	15	...	...	...	...	3	15	50	256
	Bhamo, mixed	...	...	...	...	...	...	...	...	...	...	..	...	1	1
	Bhamo, girls only	...	...	...	...	...	...	...	...	...	...	...	...	2	12
	Katha, mixed	...	...	...	...	...	...	...	...	...	...	...	...	2	3
	Katha, girls only	...	...	...	...	...	...	...	...	...	...	...	...	4	18
	Ruby Mines, mixed	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Ruby Mines, girls only	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Shwebo, mixed	...	...	...	...	...	...	...	...	...	...	...	...	2	7
	Shwebo, girls only	...	...	...	...	1	3	...	...	...	...	1	3	2	8
Central.	Ye-u, mixed	...	...	...	...	...	...	...	...	...	...	...	...	1	8
	Ye-u, girls only	...	..	...	...	...	...	...	...	...	...	..	...	...	...
	Sagaing, mixed	...	...	...	...	2	3	1	4	...	...	3	7	...	...
	Sagaing, girls only	...	...	...	...	...	...	...	...	...	...	...	...	2	32
	Lower Chindwin, mixed	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Lower Chindwin, girls only.	...	.	...	...	1	5	...	...	...	...	1	5	5	41
	Upper Chindwin, mixed	...	...	...	...	...	...	...	...	...	...	...	...	1	1
	Upper Chindwin, girls only.	...	...	...	...	...	...	...	...	...	...	...	...	1	8
Southern.	Myingyan, mixed	...	...	...	...	1	2	1	4	...	...	2	6	1	5
	Myingyan, girls only	...	...	...	...	..	....	...	...	...	...	...	...	2	9
	Pakôkku, mixed	...	...	...	...	3	7	...	...	...	...	3	7	3	11
	Pakôkku, girls only	...	...	..	...	5	14	...	...	...	...	5	14	5	29
	Minbu, mixed	..	...	...	...	2	18	...	...	...	...	2	18	3	7
	Minbu, girls only	...	...	...	...	9	35	...	...	...	...	9	35	18	97
	Magwe, mixed	..	..	...	.	2	10	...	...	...	...	2	10	2	2
	Magwe, girls only	...		..	...	1	4	...	...	...	..	1	4	2	8
Eastern.	Kyaukse, mixed	...	...	...	...	5	17	1	3	...	..	6	20	1	1
	Kyaukse, girls only	...	...	...	...	1	3	.	...	...	...	1	3	...	...
	Meiktila, mixed	...	...	..	...	...	...	...	...	...	...	...	...	...	...
	Meiktila, girls only	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Yamèthin, mixed	..	...	...	...	1	5	1	2	...	...	2	7	...	...
	Yamèthin, girls only	...	...	...	...	..	...	...	...	...	...	...	...	...	...
	Pyinmana, mixed	...	...	...	...	..	...	4	12	...	...	4	12	...	...
	Pyinmana, girls only	...	...	...	...	..	...	...	..	...	...	...	...	1	6
	Total .. mixed	...	...	...	...	77	185	30	210	...	...	107	395	41	131
	Total .. girls only	...	...	..	...	21	79	...	...	...	...	21	79	94	524
	Total ...	...	...	...	..	98	264	30	210	...	...	128	474	135	655

The general decrease is owing to the large number of schools for girls alone that were started with a view of obtaining exemption from payment of Municipal taxes and have been found inefficient. The decrease would have been much greater had not fresh schools come under inspection.

120. Except as regards Anglo-Vernacular education the mixed schools receive stronger popular support than the schools for girls only. The latter are usually kept by women who, whether as nuns or as lay women, rarely take so active a part in teaching as the male manager does. The nun too expects her pupils to render her personal service. As the instruction given in the indigenous schools is of a most elementary character the Burmese parent usually sends his daughters along with his sons to school. For this reason many of the Missionaries in the district intend to admit girls as well as boys to their schools.

121. The following statement shows the results attained during the year by girls at the various schools:—

School.	Seventh standard.		Sixth standard, 1890-91.	Fifth standard, 1890-91.	Fourth standard.		Third standard, 1890 91.	Second standard.		First standard, 1890-91.	Total.	
	1889-90.	1890 91.			1889-90.	1890-91.		1889-90.	1890-91.		1889-90.	1890-91.
Aided under the Grant-in-aid Rules	...	3	6	1	1	7	18	7	10	16	8	56
Burmese indigenous	...					...			13		.	13
Mahomedan ...					..			...	1	...		1
Manipurian ...		...	.	.		...			.	...	...	...
Total		3	6	1	1	7	18	7	24	16	8	70

In the Provincial Anglo-Vernacular 7th standard examination three out of the four successful candidates were girls. In the Provincial 4th standard examination a girl headed the list of passed candidates. The girls in the indigenous schools read far more fluently, are quicker and more accurate in arithmetic (whenever that subject is taught to them), and are generally more clever and less indolent than the boys. In the lay schools at Mandalay and Sagaing many girls learn weaving; besides pasos and tameins, they weave waistbands for the priests and a sort of phylactery or strip of cloth interwoven with Pali slokas, which is used for wrapping up manuscripts or for rolling images. Elsewhere in the indigenous schools girls are taught neither weaving nor needlework. These subjects they have to acquire, often along with their brothers, at home. In the English schools some difficulty is experienced in compelling the Burmese girls to pay more attention to plain than to fancy needlework. They are very good at embroidery, while the youngest pupil is never happy until she has worked a pictorial sample and seen it framed and hung up on the wall at home to attract, it may be, the young man in search of a wife.

The girls in the lay schools range in age from 6 to 14 in the Anglo-Vernacular schools, and they remain until they are 17 or 18 years of age. The Burman has not the slightest objection to his daughters being taught by either an elderly or a young male teacher. It is hoped, however, in the current year to get certificated Burmese mistresses at work in the indigenous mixed schools and particularly in the schools solely for girls. As a teacher for little children the mistress is far more successful than the master.

The natives of India, both from Madras and the Punjab, send their daughters freely to the Mission English schools. Their daughters, when of semi-Burmese parentage, are usually sent to the lay schools.

SECTION VIII.

EDUCATION OF SPECIAL CLASSES.

(*a*) *European.*

122. The following table shows the number of schools attended by Europeans only and the number of pupils under instruction in the same :—

Class of school.	Number of schools on 31st March.		Number of scholars in them on 31st March.					
			1889-90.			1890-91.		
	1889-90.	1890-91.	Boys.	Girls.	Total.	Girls.	Boys.	Total.
Aided for boys ... Middle schools ...	...	..	...	..	...	...	...	...
Aided for boys ... Primary schools ...	...	...	...	...	...	...	...	...
Aided for boys ... Total ...	...	...	...	...	...	...	...	...
Aided for girls ... Middle schools ...	1	1	9	38	47	11	43	54
Aided for girls ... Primary schools ...	1	1	5	5	10	8	10	18
Aided for girls ... Total ...	2	2	14	43	57	19	53	72
GRAND TOTAL FOR ALL SCHOOLS ...	2	2	14	43	57	19	53	72

There is no change in the number of schools, but the number of puplis has increased by 15. The schools exclusively for Europeans are the Roman Catholic Mission Convent school and the American Baptist Mission European Girls' school, both at Mandalay, and at these institutions little boys whose sisters attend the school are admitted. There are in addition seven schools open to natives as well as to Europeans and Eurasians. The latter number 20, of whom as regards Mandalay nine boys are in the S. P. G. Boys' school and two boys in the Wesleyan Mission Boys' school, while two (one boy and one girl) are in the S. P. G. Boys' school, Shwebo, one girl in the American Baptist Mission Mixed school, Sagaing, three boys in the American Baptist Mission Boys' school, Pyinmana, two boys in the American Baptist Mission school, Myingyan, and one boy in the S. P. G. School, Myitha, Kyaukse district.

As the Roman Catholic Mission Burmese Girls' and European Girls' schools are at present located in the same building, a new convent boarding school for European girls only is shortly to be constructed in Mandalay at a cost of Rs. 44,000.

123. No orphan, boarder, and apprentice stipends for poor European childern are as yet given in Upper Burma.

124. The results of the departmental examinations, so far as they concern European students, are shown in the following statement :—

Standard of examination.	Number presented for examination.	Number of pupils passed from institutions attended by				Total of European pupils passed from institutions of all kinds.	
		Europeans only.		All races.			
	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90	1890-91.
Seventh	4	...	4	...	..		4
Sixth	8	...	6	...	1	.	7
Fifth	3	...	1	...	2	...	3
Fourth	7	1	7	2	...	3	7
Third	12	...	3	...	4	.	7
Second	9	1	5	5	4	6	9
First	31	...	14	...	8	..	17
Total ...	74	2	40	7	14	9	54

125. The following statement shows the cost of European education in the two schools in Upper Burma which are maintained exclusively for European pupils, the net Government expenditure and the total expenditure being shown separately :—

Head of expenditure.	1889-90.		1890-91.	
	Government expenditure (net).	Total expenditure.	Government expenditure (net).	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
Secondary education	...	...	568	1,685
Primary education	...	...	224	975
Scholarships	...	...	...	...
Buildings	...	...	10,000	10,000
Superintendence	...	...	...	...
Furniture and apparatus (special grant only)	...	...	...	...
Miscellaneous	...	...	...	...
Total ...	...	...	10,792	12,660

126. In the following table the particulars of the pupils attending the two schools for Europeans only are given according to the stages of instruction :—

Class of school.		Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage.						Total.		
													Reading printed books.			*Not reading printed books.*					
				1			2			3			4			5					
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																					
For boys	Government, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Government, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls	Government, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Government, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided, English	...	1	54	...	3	3	...	12	12	3	12	15	8	16	24	...	...	...	11	43	54
	Aided, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	...	1	54	...	3	3	...	12	12	3	12	15	8	16	24	...	...	...	11	43	54
	Total Secondary schools	...	1	54	...	3	3	...	12	12	3	12	15	8	16	24	...	...	...	11	43	54
Primary Schools—																					
For boys	Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls	Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	...	1	18	...	...	...	...	...	...	3	3	8	7	15	...	...	...	8	10	18
	Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	...	1	18	...	...	...	...	...	...	3	3	8	7	15	...	...	...	8	10	18
	Total Primary schools	...	1	18	...	...	...	...	...	...	3	3	8	7	15	...	...	...	8	10	18
	Grand Total	...	2	72	...	3	3	...	12	12	3	15	18	16	23	39	...	...	...	19	53	72

(*b*) *Mahomedan.*

127. The following table shows the number of Mahomedan schools and the pupils attending them:—

Division.	District.	Number of registered public schools.	Number of pupils. Boys.	Number of pupils. Girls.	Total pupils.	Number of private schools.	Number of pupils. Boys.	Number of pupils. Girls.	Total pupils.	1890-91. Grand total of schools.	1890-91. Grand total of pupils.	1889-90. Grand total of schools.	1889-90. Grand total of pupils.
South-Eastern. Central Northern.	Mandalay ...	1	32	4	36	25	411	185	596	26	632	27	517
	Bhamo ...	...	...	...	...	...	...	...		...	...	1	8
	Katha ...	...	...	...	...	...		...	...	...	...	...	...
	Ruby Mines ...	...	...	...	...	...	...	...	...	...	...	...	...
	Shwebo ...	...	...	...	...	...	...	...	.	...	. .	...	...
	Ye-u ...	...	...	...	...	...	...	. .	...	...	...	1	18
	Sagaing ...	...	...	...	..	4	39	4	43	4	43	1	23
	Lower Chindwin ...	...	...	...	...	...	...	...	...	. .	...	.	...
	Upper Chindwin ...	...	...	...	...	.	. .	.	...	...	. .	...	...
	Myingyan ...	...	...	...	...	1	5	4	9	1	9	1	10
	Pakôkku ...	...	...	...	.	.	...	...	...	...	...	...	..
	Minbu ...	...	...	...	...	...	...	...	...	...	...	2	8
	Magwe ...	...	...	...	...	.	..	...	...	...	...	...	...
	Kyauksè . .	...	...	...	..	6	113	3	116	6	116	...	...
	Meiktila ...	...	...	...	...	1	20	...	20	1	20	1	41
	Yamèthin ...	...	...	...	...	3	70	2	72	3	72	2	70
	Pyinmana ...	...	...	...	...	7	101	12	113	7	113	6	109
	Total ...	1	32	4	36	47	759	210	969	48	1,005	42	794

Compared with the preceding year there is an increase of six schools and 211 pupils, there being one public school and 36 pupils as against 29 and 703 respectively, and 47 private schools and 969 pupils as against 13 and 91 respectively. A large number of inefficient schools had to be transferred to the register of private schools. The Mahomedans are found in large numbers in Mandalay, Sagaing, Kyauksè, Yamèthin, Pyinmana, and Shwebo. Many of them in the districts are migrating to Mandalay and to Lower Burma, so that these rival settlements will probably decrease in population. The Mahomedans in the Shwebo district intend shortly to start a school teaching up to the 2nd standard. The four schools registered in 1889-90 in the Bhamo, Ye-u, and Minbu districts no longer exist. On the other hand six schools have been discovered in the Kyauksè district. Little can be done with these schools until certificated teachers have been appointed to them. The majority of the Mullahs who manage these schools are ignorant and suspicious, but a few who can read and write in Burmese are learning arithmetic with a view to bringing their schools on to the register of public institutions. The best of the Moslem schools is that of Maung Thin at Mandalay. A certificated Mahomedan teacher has been sent to it.

(*c*) *Manipurian.*

128. The following table gives the number of Manipurian schools and the pupils attending them:—

Division.	District.	Number of registered public schools.	Number of pupils. Boys.	Number of pupils. Girls.	Total pupils.	Number of private schools.	Number of pupils. Boys.	Number of pupils. Girls.	Total pupils.	1890-91. Grand total of schools.	1890-91. Grand total of pupils.	1889-90. Grand total of schools.	1889-90. Grand total of pupils.
Northern ...	Mandalay ...	2	59	1	60	7	36	...	36	9	96	19	214
Central ...	Sagaing ...	...	...	...	...	2	4	...	4	2	4	...	. .
	Total ...	2	59	1	60	9	40	...	40	11	100	19	214

The Manipurian schools show a decrease of seven public schools and one private school with a total decrease of 114 pupils. The decrease is merely nominal. These eight schools exist, but have neither been inspected nor brought on to the indigenous school register. Since the close of the year it has been found necessary to re-classify the seven public schools as private, and, unless there is a great improvement in all eight schools in the current year, they will have to be placed on the list of unrecognized institutions. The two private schools in Sagaing are only attended by the children of the teacher, whose sole subject of instruction is Bengali. Both in Mandalay and Sagaing the Manipurian children attend the monastic and lay schools in large numbers; while the parents object to send their daughters to the purely Manipurian schools where only boys are admitted, they readily send them to the Burmese lay schools. The only girl attending a Manipurian school is the daughter of the manager. The children in public schools are taught Burmese and arithmetic and boys as well as girls are taught weaving. In arithmetic they are far more expert than the pupils of any other class of indigenous schools.

(*d*) *Kachin.*

129. The American Baptists opened their branch of Mission work amongst the Kachins at Bhamo in 1878 and established a Kachin school there in 1881. A spacious school-house was erected last year. The school contains 51 pupils (29 being boys and 22 girls), of whom 47 are boarders and one a free pupil. They average in age 17 years. Schooling fees are paid in kind. The school is annually closed for four months, from May to August inclusive, during which period the pupils are required at home by their parents for manual labour. With the exception of two Shans, two Chinese and one Karen, the pupils belong to the Chimpaw and Kouri tribes of Kachins who live in the upland and lowland Christian Kachin villages near Bhamo. They are found, on first coming to the school, to be entirely unacquainted with Burmese. Their dialect is at present being reduced to writing for the purposes of evangelical work. The teachers in the school, excluding the Missionaries, are Karens from Bassein, who have been engaged as catechists amongst the Kachins for many years.

SECTION IX.

Private Schools.

130. The following table shows the number and the classification of the private schools:

Division.	District.	Anglo-Vernacular.	Burmese.	Mahomedan.	Manipurian.	Shan.	Kachin.	Chinese.	Total for 1890-91.	Total for 1889-90.
Northern	Mandalay	...	859	25	7	...	...	1	892	937
	Bhamo	...	8	...	...	...	...	...	8	23
	Katha	...	14	...	...	...	...	..	14	24
	Ruby Mines	...	4	...	...	...	...	...	4	...
	Shwebo	...	150	...	...	...	...	...	150	18
Central	Ye-u	...	124	..	..	...	...	...	124	13
	Sagaing	...	164	4	2	...	...	...	170	43
	Lower Chindwin	...	64	...	...	...	...	...	64	63
	Upper Chindwin	...	11	...	...	...	...	...	11	14
Southern	Myingyan	...	100	1	...	...	...	...	101	111
	Pakôkku	...	129	...	...	...	...	...	129	78
	Minbu	...	179	...	...	...	...	...	179	178
	Magwe	...	103	...	...	...	...	...	103	54
Eastern	Kyaukse	...	142	6	...	...	...	..	148	80
	Meiktila	...	12	1	...	...	...	...	13	13
	Yamèthin	...	12	3	...	...	...	...	15	22
	Pyinmana	...	24	7	...	...	...	...	31	48
	Total	...	2,099	47	9	...	...	1	2,156	1,664

131. The following statement shows the attendance of pupils at these schools:

Division.	District	Anglo-Vernacular.		Burmese.		Mahomedan.		Manipurian.		Shan.		Kachin.		Chinese.		Total for 1890-91.		Total for 1889-90.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Northern	Mandalay	...	...	3,653	143	411	185	36	...	...	...	...	...	12	...	4,112	328	4,085	341
	Bhamo	...	...	29	...	...	...	...	...	...	...	...	...	...	...	29	...	119	18
	Katha	...	...	29	...	...	...	...	...	...	...	...	...	...	...	29	...	86	21
	Ruby Mines	...	..	6	...	...	...	...	...	...	...	...	...	...	...	6	...	...	...
	Shwebo	...	...	478	3	...	...	...	...	...	...	...	...	...	...	478	3	133	15
Central	Ye-u	...	...	438	...	...	...	...	...	...	...	...	...	...	...	438	...	75	8
	Sagaing	...	...	562	3	39	4	4	...	...	...	...	...	...	...	605	7	256	82
	Lower Chindwin	...	...	238	5	...	...	...	...	...	...	...	...	...	.	238	5	309	41
	Upper Cindwin	...	...	41	...	...	...	...	...	...	...	...	...	...	...	41	...	88	9
Southern	Myingyan	...	...	311	2	5	4	...	...	...	...	...	...	...	...	316	6	613	14
	Pakôkku	...	...	427	21	...	...	...	...	...	...	...	...	...	...	427	21	381	40
	Minbu	...	...	781	48	...	...	...	...	...	...	...	..	...	...	781	48	873	104
	Magwe	...	...	433	14	...	...	...	...	...	...	...	...	...	...	433	14	285	10
Eastern	Kyauksè	—	...	357	20	113	3	...	...	...	...	...	...	...	...	470	23	150	1
	Meiktila	...	...	28	...	20	...	...	...	...	...	...	...	...	...	48	...	78	...
	Yamèthin	...	...	31	5	70	2	...	...	...	...	...	...	...	...	101	7	147	...
	Pyinmana	...	...	65	...	101	12	...	...	...	...	...	...	...	...	166	12	352	6
	Total ...	...	...	7,907	264	759	210	40	...	...	...	...	...	12	...	8,718	474	8,030	655

132. There is a decrease of two Anglo-Vernacular schools and 152 pupils, and of one Manipurian school and four pupils, while, on the other hand, there is an increase of 461 as regards the Burmese schools (in which, however, the pupils have decreased by 217, the majority of the new schools inspected for the first time in the year under review being schools only in name), and an increase by removal from the register of public schools, therefore, may, as regards their number and the number of the pupils, be said to show little change, for while the best of those registered as private in 1889-90 have qualified for recognition as public institutions in 1890-91, as many and indeed more new schools have been brought on to the list. Of the two Anglo-Vernacular schools, Maung Shwe Thin's school at Mandalay is now registered under the Indigenous School Rules, the teaching of English in it having been found in the year under review to be premature and unsatisfactory and being accordingly discontinued, while the other schools, Maung Pa Sa's school at Pyinmana amalgamated itself with the local American Baptist Mission Boys' school.

133. The Roman Catholic Mission Vernacular schools will in the current year be recognized as public institutions. In this report, owing to their curriculum comprising little beyond religious instruction in the vernacular, they are included in the list of Burmese private schools. The schools now number 8 and are all mixed schools. Three fresh schools have been established by the Mission during the year at Zigôn in the Kyauksè district, and at Ye-u and Kyaungyo in the Ye-u district. The S. P. G. Vernacular Girls' school at Kyaukmyaung in the Shwebo district is also registered as private. The S. P. G. Vernacular Girls' school at Shwebo and the Wesleyan Mission Vernacular Girls' school at Mandalay become eligible for registration as public schools during the year.

134. No purely Shan or Kachin schools exist in the districts of Upper Burma. Shan pupils are found in the indigenous schools on the Shan frontier and in Northern Burma, learning by heart a few of the stock gathas from the Mingalathôk and the Parcikyi; a few also learn Burmese reading and writing. Two are in the Anglo-Vernacular schools, one at the S. P. G., and the other at the American Baptist Mission Boys' school, Mandalay. The Kachins are to be found only at the American Baptist Mission Kachin Vernacular school, Bhamo, where 28 boys and 18 girls are taught according to the first three standards. The only Karen students in Upper Burma are a girl at this school, a girl and three boys at Mandalay at the American Baptist Mission Burmese Girls' and Boys' schools respectively. There is a purely Chinese school at Mandalay. The traders of the Chinese quarter have built a good school-house. Each pupil pays from Rs. 2 to Rs. 5 a month as schooling-fee, and is taught Amoy Chinese by a teacher imported from Momein.

SECTION X.

Preparation and Distribution of Text-books and other Educational Literature.

135. Each Deputy Inspector was provided in the year with text-books to the value of Rs. 200. The free distribution of these amongst managers and pupils was of immense assistance in making the system of departmental instructions easily intelligible to native managers and in organizing the work in their schools. Books were no more used at first in the indigenous schools than were slates, maps, or blackboards. The pôngyis dictated their Pali and Burmese from palm-leaves or from memory. The lay school-manager commonly used manuscript, but now there is a general demand for books. Printed copies of the Thinbôngyi and of certain zats published at Rangoon or at Mandalay are exposed for sale in many bazaars. The departmental books are readily bought by parents for their children's use. The First and Second Burmese Readers are the most popular of the text-books. The stories are attractive to the pôngyis as the ethics of the text are. The Burmese and Pali grammars, elementary as they are, are too abstruse for most of the indigenous school-managers. Stilson's arithmetic is in fair demand, although managers cannot as a rule grasp much

beyond the four simple rules without assistance from a Deputy Inspector or a certificated teacher. The Vernacular Atlas and Geography are incomprehensible to every manager. One of the leading monastic school-managers complained that the geographical text consisted only of names and not of pictures. It was found that he was making his pupils, in the usual Burmese fashion, commit the subject-matter of the geographical primer to memory, precisely as they would learn a Pali gatha, without understanding the sense of the words. Lonsdale's School-management is greatly sought after by indigenous school-managers. Wherever it had been studied by managers, and had been practically illustrated to them by the Deputy Inspectors, there was method and life in the teaching. It has proved a most useful book and we intend to distribute a large number of copies during the next year.

136. A circulating town library is shortly to be opened in Mandalay, and it is proposed to place in this library, for the use of school-managers and those interested in education, a collection of school text-books used and sanctioned by the Department. It may be added in connection with this matter that steps are being taken to form school libraries in each large Anglo-Vernacular institution, not only for the use and reference of teachers but also for the encouragement of a love for reading amongst the boys.

137. The Text-book Committee have at present under consideration a work by Mr. G. B. Scott, Deputy Superintendent, Survey of India, prepared for the special training of Burmans as Sub-Surveyors and dealing with the use and handling of survey instruments and the work of Survey and Settlement parties.

SECTION XI.

Recommendations of the Education Commission.

138. These have been strictly followed.

Conclusion.

139. Mr. Wells places on record the assistance always and readily given to the inspecting staff by the executive officers of Government. The subordinate officers of the Commission have frequently been of service in mustering the lugyis and elders of a village to enable the Deputy Inspector to lay before them in detail the scheme of State-aided education before visiting in their company each of the schools in the village. The views and suggestions of the District Officers have been as gladly received as they have been freely offered. The local heads of the Administration can by co-operation with the Inspector of Schools and by their special knowledge of the people in a large measure contribute towards the advance of English education amongst the upper classes and towards stimulating and developing the instruction given by laymen and by the Buddhist confraternity to the lower classes. Few officers of the executive have owing to other heavy work been able in the past year to devote much time to educational affairs, but it is hoped that in the current year all may find time to visit the leading schools, and especially the indigenous schools in their locality, either in company with the Inspector of Schools or at their convenience. The visit of a District Officer always gives an impetus to the work of a school.

140. The Deputy Inspectors have one and all done their work well. Each officer has had three districts to work and he has had difficulties to contend against that the Deputy Inspectors in the settled districts of Lower Burma do not know of. That in the face of these difficulties, they have been the means of advancing education as they have, is a proof of their energy and their devotion to their duties.

141. Mr. Wells took up his duties in September 1890. He lost no time in settling down and getting a grasp of his work. He has worked conscientiously and well. He has gained the good-will and confidence of the managers of the schools, Anglo-Vernacular and Vernacular, lay and monastic. The amount of good work he has got through in the short time is a great credit to him. I have to thank him for a very full and careful report, which I have largely made use of in this Report of mine.

142. This report is fuller than reports usually are, and I have gone into many details that I should ordinarily omit. But in the early stage of education in Upper Burma these details are, I think, both useful and interesting and they will serve to show the lines on which work should be carried on in the future.

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